

DOCUMENT RESUME

ED 078 384

24

CS 000 608

TITLE Graphic Materials: Theme 2, Reading.
INSTITUTION Education Commission of the States, Denver, Colo.
National Assessment of Educational Progress.
SPONS AGENCY National Center for Educational Statistics (DHEW/OE),
Washington, D.C.
REPORT NO R-02-R-02
PUB DATE Jun 73
NOTE 213p.
AVAILABLE FROM Superintendent of Documents, U. S. Government
Printing Office, Washington, D.C. 20402 (\$2.60)

EDRS PRICE MF-\$0.65 HC-\$9.87
DESCRIPTORS Adults; Cartoons; Charts; Diagrams; Graphic Arts;
Interpretive Skills; National Surveys; *Reading;
Reading Ability; *Reading Research; *Reading Skills;
Signs; *Visual Aids
IDENTIFIERS *National Assessment of Educational Progress

ABSTRACT

Graphic materials transmit information through drawings, diagrams, and symbols other than words. Theme 2 of the reading section of the National Assessment was divided into four subthemes, each representing a set of related exercises: (1) interpreting drawings and pictures; (2) reading signs and labels; (3) reading charts, maps, and graphs; and (4) reading forms. Most of the exercises in subtheme 1 were simple pictures or cartoons, and respondents were asked questions about the information the materials contained. Because of their low level of sophistication, these exercises were administered primarily to 9 and 13 year olds. Subthemes 2 through 4 covered a wide range of interaction between words and diagrams or drawings. The chapters included in the report are "Theme 2: Graphic Materials," "Summary of Results," "Results for 9 Year Olds," "Results for 13 Year Olds," "Results for 17 Year Olds," "Results for Young Adults," and "Performance on Exercises Overlapping Two or More Age Groups." (Sample exercises and some charts may not reproduce well due to type size.) (WR)

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

A Project of the Education Commission of the States

Winfield Dunn, Governor of Tennessee, Chairman, Education Commission of the States
Wendell H. Pierce, Executive Director, Education Commission of the States
James A. Hazlett, Administrative Director, National Assessment

Assessment Reports

# 1	Science: National Results	July, 1970
# 2	Citizenship: National Results	November, 1970
# 3	Writing: National Results	November, 1970
# 4	Science: Group Results A	April, 1971
# 5	Writing: Group Results A	April, 1971
# 6	Citizenship: Group Results A	July, 1971
# 8	Writing: Writing Mechanics	February, 1972
# 9	Citizenship: Group Results B	May, 1972
#02-GIY	Reading and Literature: General Information Yearbook	May, 1972
#02-R-00	Reading: Summary (Preliminary Report)	May, 1972
#02-R-20	Reading: Released Exercises (Preliminary Report)	May, 1972
#10	Writing: Selected Essays	November, 1972
#02-R-09	Reading: Reading Rate and Comprehension (Theme 9)	December, 1972
#02-L-01	Literature: Understanding Imaginative Language (Theme 1)	March, 1973
#02-L-20	Literature: Released Exercises	April, 1973
#02-L-02	Literature: Responding to Literature (Theme 2)	April, 1973
#02-R-01	Reading: Understanding Words and Word Relationships (Theme 1)	April, 1973
#02-L-03	Literature: Recognizing Literary Works and Characters (Theme 3)	April, 1973
# 7	Science: Group Results B	May, 1973
#11	Writing: Group Results A & B	May, 1973
#02-R-08	Reading: Critical Reading (Theme 8)	May, 1973
#02-L-04	Literature: A Survey of Reading Habits (Theme 4)	May, 1973
#02-R-03	Reading: Written Directions (Theme 3)	May, 1973
#02-R-05	Reading: Gleaning Significant Facts from Passages (Theme 5)	May, 1973
#02-R-02	Reading: Graphic Materials (Theme 2)	June, 1973

The project reported herein was performed pursuant to a grant from the National Center for Educational Statistics of the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

This report was made possible in part by funds granted by Carnegie Corporation of New York and the Ford Foundation's Fund for the Advancement of Education. The statements made and views expressed are solely the responsibility of National Assessment of Educational Progress, a project of the Education Commission of the States.

Education Commission of the States
Suite 300, 1860 Lincoln Street
Denver, Colorado 80203

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

A Project of the Education Commission of the States

REPORT 02-R-02

GRAPHIC MATERIALS

Theme 2, Reading

June, 1973

**For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402**

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

James A. Hazlett
Administrative Director

J. Stanley Ahmann
Staff Director

George H. Johnson
Associate Staff Director

This report was prepared by the Research and Analysis Department, National Assessment of Educational Progress. The data used in the analyses are the result of many persons working together.

Staff support was provided by:

Operations Department
Exercise Development Department
Information Services Department
Research and Analysis Department
Utilization/Applications Department
Data Processing Services Department (ECS)

The following members of the NAEP Analysis Advisory Committee reviewed and advised on reporting:

William E. Coffman
University of Iowa

Lyle V. Jones
University of North Carolina

John Gilbert
Harvard University

Frederick Mosteller
Harvard University

John W. Tukey (Chairman)
Princeton University

TABLE OF CONTENTS

Introduction to the Reading Themes.	v
Methods of Describing the Data.	ix
Chapter 1: Theme 2: Graphic Materials	1
Chapter 2: Summary of Results.	3
Chapter 3: Results for 9-Year-Olds	7
Chapter 4: Results for 13-Year-Olds.	39
Chapter 5: Results for 17-Year-Olds.	85
Chapter 6: Results for Young Adults.	121
Chapter 7: Performance on Exercises Overlapping Two or More Age Groups.	139

INTRODUCTION TO THE READING THEMES

The results for the Year 02 assessment (Reading and Literature) are the first to be reported by theme. Conceptually, a theme defines a set of existing and potential exercises that relate to each other in content or some central idea that is meaningful to the subject area of concern. This format allows the presentation of all relevant results for each theme in a single report. The eight Reading themes are described briefly at the end of this introduction.

Reading, Reading Behaviors and Reading Materials

In its broadest sense, "reading" can range from a fortune teller's reading tea leaves or a person reading another's facial expression to more conventional notions such as reading diagrams or reading short stories. National Assessment's definition of reading is both narrower and closer to the latter examples; National Assessment is concerned only with those reading skills usually taught in the schools and the kinds of reading materials we expect people commonly use.

It is not unusual for people to encounter many kinds of reading materials (ranging from books to graphs) and read them in different ways for different purposes. A table or chart may be read to find a single fact, for example, a newspaper's editorial may be read to critically appraise a point of view. Not surprisingly, the particular reading skills (which are also called reading behaviors) used change with the purpose for the reading and the materials being read. Francis Bacon summarized the issues of reading skills, purposes and materials in a passage in his essays "Of Studies":

Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read but not curiously; and some few to be read wholly, and with diligence and attention. . . . Reading maketh a full man; . . . therefore, . . . if [a man] read little, he had need have much cunning, to seem to know that he doth not.

Clearly, some reading materials neither require nor merit a deep, penetrating study involving the more sophisticated, higher

level reading behaviors. Extending the Bacon quote, we might say that a "good" reader can discriminate between those materials that are best read shallowly and those requiring a reading in depth. And when he finds a work that needs to be "chewed and digested," he can do it effectively. A "poor" reader, on the other hand, can only cope with the shallower types of reading materials and can only taste the upper layers of deeper ones.

Reading Themes

The Reading themes cover both a variety of reading materials and the behaviors the materials require. The themes were developed by members of the National Assessment staff and reading specialists. The themes each represent a homogenous set of Reading exercises believed to be of interest to lay persons, scholars and educators who are concerned with the reading skills of various groups of young Americans.¹ The themes have been numbered so that lower numbers designate lower order reading skills while the higher numbers indicate high order ones. The increasing complexity of skills in higher numbered themes should become clear in the brief descriptions of the Reading themes that follow. A more detailed description of each theme appears in Chapter 1 of the report for that theme.

Theme 1: Understand Words and Word Relationships

Since most reading materials contain words, a reader must know the meanings of words and the way words relate to one another to form a meaningful sentence or paragraph. Understanding words and word relationships was examined in three ways: one required the respondent to give the meaning of a word in isolation; a second type required the respondent to figure out the meaning of a word from its contextual use; and a third required the respondent to recognize when sets of words combined to form a meaningful composite.

Themes 2-5

A "good" reader is able to do more than recognize words and word relationships. He is also able to locate important facts in many types of materials. Themes 2-5 are all concerned with the way people identify important facts in reading materials differing in both their nature and the reading skills they required.

¹See Chapter 3, General Information Yearbook (Report 02-GIY).

Theme 2: Graphic Materials

- Subtheme A. Interpret drawings and pictures
- Subtheme B. Read signs and labels
- Subtheme C. Read charts, maps and graphs
- Subtheme D. Read forms

Theme 2 uses a variety of formats other than poetry or prose to convey messages. These graphic materials can be used either in the absence of words and sentences, or they can be used with explanatory or clarifying prose.

Theme 3: Written Directions

- Subtheme A. Understand written directions
- Subtheme B. Carry out written directions

Directions are information-giving materials that tell how to do something. The subtheme understand written directions required only that an individual indicate that he could do what the directions state, given the opportunity. The subtheme carry out written directions required the individual to actually perform whatever the directions said.

Theme 4: Reference Materials

- Subtheme A. Know appropriate reference sources
- Subtheme B. Use reference materials effectively

In order to find information in reference materials, a reader must know which type of reference to consult for a specific kind of information. Knowing where to look for particular kinds of information was the basis for the subtheme know appropriate reference sources. Once the appropriate source was located, an individual had to be able to locate the desired information, that is, use reference materials effectively, the second subtheme.

Theme 5: Read for Significant Facts in Passages

This theme required the most concrete level of behavior toward line-by-line prose. Some exercises in this theme required the reader to extract certain facts from a passage while reading it. Other exercises required the individual to recall certain facts from a passage he had finished reading. Still other exercises required a person to see the ways in which various facts related to each other.

Themes 6-8

Anyone who can successfully locate important facts in the types of materials described in Themes 2-5 should be able to read adequately. A good reader, though, goes beyond locating facts in the things he reads; he is able to use higher level reading skills in attacking reading materials. skills described in Themes 6-8. Most of the exercises for these themes involved line-by-line prose, but some represented materials like those in Themes 2-4.

Theme 6: Main Ideas and Organization

Identifying the main idea of a passage or discovering the passage's organization requires a higher level of comprehension than merely locating important facts. Some exercises required the reader to identify the main idea expressed in a passage either by suggesting an appropriate title or by identifying the point the author was attempting to make. Other exercises required the individual to identify the way the author had organized the facts in the passage.

Theme 7: Drawing Inferences

Drawing inferences required an individual to draw a conclusion not explicitly stated in the passage but one that could be expected based on the organization of the passage and the information it contained. For some exercises, the individual needed only the information in the passage to derive a conclusion; for others, he also needed to have some additional information based upon his prior experiences.

Theme 8: Critical Reading

Critical reading required the highest level of reading behavior--analysis and reasoning. In addition, it required a reaction to or an opinion about the passage. Critical reading represents a deep interaction between author and reader that can lead to an understanding greater than the contribution of either party.

METHODS OF DESCRIBING THE DATA

How to Understand National Assessment Data: The General Information Yearbook

In order to better understand the information in this report, you may want to read about the procedures National Assessment used in collecting, analyzing and reporting these data. That information is available in the General Information Yearbook (Report 02-GIY). The Yearbook also describes the origin, purposes and goals of National Assessment and the philosophy of assessment as contrasted to standardized testing.

Describing the Data

This report contains results for people at four age levels (ages 9, 13, 17 and young adult, aged 26-35). Within each age level, we have also provided results for groups of people: persons from four regions of the country (Northeast, Southeast, Central and West),¹ people of both sexes (male and female), two colors (Black and White), four levels of parental education (i.e., people whose parents had no high school, had some high school, graduated from high school and obtained post high school experience), and (for 9-, 13- and 17-year-olds still in school) seven sizes and types of communities (the seven are extreme inner city, extreme rural, small city, medium city, rest of big city, suburban fringe and extreme affluent suburb). Type of community information was not available for those in the out-of-school assessment (young adults and some 17-year-olds not enrolled in school) so that only the results for four sizes of community (big city, small city, medium city and urban fringe) are reported for young adults.

Results for each of the groups described in the preceding paragraph are given for each exercise. Most exercises call for answers that can be scored as "correct" or "incorrect" while others have some "best" or "most desirable" answers. The generic term for "correct," "best" or "most desirable" is acceptable, and we use the terms rate, level or percentage of success to describe

¹See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of terms described in this paragraph.

the percent of the population who could be expected to give the acceptable answer to an exercise.² Percentages of success on each exercise are given for an age level (i.e., the nation as a whole at that age) and for each of the groups within the age level (e.g., males).

When the percentage of success for each group is compared with the percentage of success nationally, the number obtained is called an effect; an effect is the difference between the percent of success for a group of people and the percent of success for the nation as a whole. Using those living in the Northeast as an example, the Northeast effect is:

Northeast Effect = Northeast % of Success - National % of Success

A positive effect (i.e., an effect having a value greater than zero) means that a larger percentage of individuals in the group in question gave acceptable answers to an exercise than did in the nation as a whole. For example, if 74% of 13-year-olds in the Northeast and 68% of the 13-year-olds nationally gave acceptable answers, the Northeast effect for 13-year-olds would be:

Northeast Effect = Northeast % of Success - National % of Success

6% = 74% - 68%

A negative effect (i.e., an effect having value less than zero) means that a smaller percentage of individuals in a particular group had acceptable answers for an exercise than did in the nation as a whole. Thus, if 52% of 9-year-olds in the Northeast and 60% of 9-year-olds nationally gave acceptable answers, the Northeast effect for 9-year-olds would be:

Northeast Effect = Northeast % of Success - National % of Success

-8% = 52% - 60%

²National Assessment infers the way entire groups of people (such as 9-year-olds from the Northeast) would do based on the performances of samples of individuals. This point will be spelled out in greater detail later in this chapter under the heading Limitations of the Data.

Limitations of the Data

The National Assessment of Educational Progress was created to provide data about the educational achievement of groups of young Americans in 10 subject areas.³ Within the limits of error due to measurement and sampling,⁴ the data presented in National Assessment reports describe the educational achievements of the groups listed earlier under the heading, Describing the Data. There are limitations, to the descriptions our data provide. Consider the following:

Even though we refer to the difference observed between the achievement for a group and the nation as a group's effect, it is not true that a cause and effect relationship exists between the group and its level of achievement. For example, it is not possible to say that a positive Northeast effect is due to the fact that the people in the group came from the Northeast, that living in the Northeast leads to high rates of academic achievement. Rather, our use of the term effect comes from the word's statistical usage: the difference between the typical level of performance for one group and the typical level of performance for all groups. National Assessment was not designed to provide reasons for differences between group and national levels of success; its purpose is only to estimate such differences, leaving the interpretation of the differences to others--such as the readers of these reports.

Many factors affect the educational achievements of people in different groups. Consider, for example, a group whose achievement is well above the national level. Members of the group may attend schools having excellent physical facilities and high quality faculties, they may be members of advantaged families, they may have access to books and magazines at home and they may be encouraged by their parents to succeed academically. All these factors--and others not listed here--could contribute to the group's high level of achievement without even considering whatever the group's name represents. In other words, the name of a group is merely a label, and the characteristic it indicates

³Art, Career and Occupational Development, Citizenship, Literature, Mathematics, Music, Reading, Science, Social Studies and Writing.

⁴When data are obtained from samples of entire populations, it is improbable that the numbers we obtain are exactly the same as we would have obtained from the entire population. See the General Information Yearbook, Chapter 10 and Appendix C (Report 02-GIY) for a discussion of sampling error and the related concept, standard error.

(e.g., a region or sex) cannot be taken as the cause or even a cause for the group's level of achievement.

Further, the question of causality may be confused by a disproportionately large percentage of members of one group also being members of other kinds of groups (e.g., there are more people whose parents had no high school in rural areas than in affluent suburbs). To what degree is the performance of rural areas or affluent suburbs due to parental education?

We stated that the aim of National Assessment is to describe the educational achievement of entire groups of people. In making those descriptions, we do not collect data from all members of any group--that would be too expensive. Rather, we obtain data from carefully selected representative samples (in a manner similar to those used by the Harris or Roper polls) and we make inferences about entire groups based on the educational achievements of people in the samples. Sampling statisticians have shown that this procedure works, though data from carefully selected representative samples are subject to error. We've used statistical procedures to determine the probable extent of these sampling errors. These errors are taken into account in evaluating the effects for each group: these errors are considered when decisions are made about whether an effect is large enough to be important. This point will be considered in detail shortly.

When we looked at a group's effects on a set of exercises, our first concern was whether the effects were positive or negative: we needed to know the direction of the group relative to the nation as a whole. And then (since the values we have come from samples of persons), we asked how likely it was that the percentage of success for the group (e.g., everyone from the Northeast) was different from the national value. This is done simply; we assumed that if a group's percentage of success was equal to the national value, the effect for the group would be zero. More accurately, the sample's effects would be close to zero, with random error accounting for the sample effect not being exactly zero. All we needed to do, then, was look to see if the effect for the sample was close to zero: if it was, we said that it was likely that the sample of people who took the exercise came from a population (e.g., the Northeast) having a percentage of success the same as the one for the nation; if the effect was not close to zero (i.e., the value was large and negative or large and positive), we said it was unlikely that the sample came from a group whose percentage of success equalled that for the nation. When the latter case occurred, the population effect was said to differ reliably from zero. Translated into common parlance, this meant that we believed the percentage of success for the group in question was not equal to the percentage of success for the nation as a whole. In the exhibits, i.e., the tables, in this report, reliable differences are indicated with an asterisk (*).

The only question that remains to be answered is "how far from zero must an effect be before it can be said to indicate a reliable difference?" The procedure for answering this question is based on a statistic called a standard error that can be used to tell how likely it is that a sample came from a population having an effect of zero. We believed that it was unlikely that the population effect was zero if the sample effect was not within two standard errors of zero. Conversely, we believed that if the sample effect was within two standard errors of zero, it was likely that the population effect might be zero. The term reliably different describes groups whose effects were not likely to be zero. We believe that there is less than 1 chance in 20 that they are zero, since inferential statistics indicates only 5 times in 100 will a population having an effect of zero have a sample whose effect is two standard errors larger or smaller than zero. Finally, when effects differ reliably from zero, we looked at the sign of the effect to determine its direction: a positive sign (which is dropped by convention from positive numbers) indicated that the group's effect was greater than zero (i.e., the group's percentage of success was above the national value); if it was negative, the percentage of success for the group was less than the one for the nation.

Unless an effect is reliable, it is possible that the size of the effect is due strictly to chance, not to a group's really being above or below the nation in academic achievement.

Summarizing the Data

Summary statements about a group's performance were derived from the group's specific effects on the individual exercises; however, it was often the case that such general statements did not adequately describe all of the effects for all exercises. This means you must be cautious in interpreting summary statements in the light of individual exercises; a group may have performed much better or much worse on a particular exercise than could be expected based on the group's performances on other exercises. We have indicated those exercises where a group behaved differently than we would have expected relative to its own overall performance.

In summarizing the data for a set of exercises, we have calculated a single statistic describing each group's overall performance relative to the national level. The statistic we have chosen is the group's median effect; it tells where the middle of the group's effects is located. That is, it indicates the point separating the top 50% of the effects from the bottom 50%. However, it would be misleading to say that a group's overall behavior is above or below the national level if its

median effect is close to zero. As we have seen, it is possible that such a median differs from zero only because of random error; it is possible that this group's performance is really about equal to the nation's for exercises on this theme. The question again becomes one of determining whether the median is far enough from zero to consider the departure to be reliable. This question is answered by looking at individual effects.

We said earlier that we could place little weight on unreliable effects. However, even if effects were not reliable, when a large proportion of them were either above or below zero, we had an indication that the group's overall performance differed from the national level. Stated another way, we can say that the group's performance tended to be above or below the national level. If, in addition to having a large proportion of its effects occurring in one direction, a group had many reliable effects, we have an indication that the group's overall behavior differs strongly from the national level. National Assessment has used several rules to indicate when a group's overall behavior tends to be about the same as the national level, tends to differ weakly from the national level or differs strongly from the national level. They are:

1. A group's overall performance on a theme tended to be about the same as the national level if fewer than 75% of its effects for a set of exercises occurred either above the national level or if fewer than 75% fell below it. In other words, if at least 25% of a group's effects are positive (greater than zero) and at least 25% are negative (less than zero), the group's overall behavior is about the same as the national level.⁵
2. A group's overall performance on a theme tended to be above the national level if 75% or more of its effects were positive. In other words, if fewer than 25% of the group's effects were below the national level, the groups were said to have a positive tendency.
3. A group's overall performance on a theme tended to be below the national level if 75% or more of its effects were negative. In other words, if fewer

⁵The points designating the upper and lower 25th centiles are called quartiles. For a more complete description of the quartiles, see the General Information Yearbook, Appendix E (Report 02-GIY).

than 25% of the group's effects were above the national level, the group was said to show a negative tendency.

4. A group's overall performance on a theme was characteristically above the national level if at least 75% of its effects were positive and if more than 50% of its effects were reliably greater than zero, i.e., the effects are more than two standard errors above the nation as a whole. This level of general performance is called a positive characteristic.
5. A group's overall performance on a theme was characteristically below the national level if at least 75% of its effects were negative and if more than 50% of its effects were reliably less than zero, i.e., the effects were more than two standard errors below the national value. Negative characteristic is the term applied to this level of performance.

Atypical Exercises

Looking for directional tendencies and characteristics provided a means of comparing each group's overall performance with performances nationally. Identifying tendencies and characteristics also helped locate exercises where groups scored much higher or lower than usual. These atypical exercises were located by comparing each effect for each exercise with the median effect for all the exercises for the group, and noting any exercise that was more than 2 1/2 pooled standard errors away (a pooled standard error is based on the standard errors for all the exercises in the theme⁶). Another way of looking at this situation is to say that any effect more than 2 1/2 pooled standard errors away from the median effect for the group was unlike the other effects for the group. When a group has an exceptional exercise, this report will contain a statement telling whether the group's performance was unusually better or worse than would be expected--given the median effect for the group.

⁶Chapter 10 and Appendix C of the General Information Yearbook (Report 02-GIY) discuss the meaning and use of the standard error. Appendix C gives the formula for the pooled standard error we use.

CHAPTER 1

THEME 2: GRAPHIC MATERIALS

Graphic materials transmit information through drawings, diagrams and symbols other than words. Words may appear in graphic materials, but they do not carry the greatest burden of communication. A person who can read and understand graphic materials understands words and word relationships. But more importantly, he can comprehend the other symbols the materials contain.

Theme 2 is divided into four subthemes, each representing a set of related exercises:

- A. Interpreting drawings and pictures
- B. Reading signs and labels
- C. Reading charts, maps and graphs
- D. Reading forms

Most exercises in Subtheme A are simple pictures or cartoons, and respondents were asked questions about the information the materials contained. Because of their low level of sophistication, these exercises were administered primarily to 9- and 13-year-olds.

Subthemes B-D covered a wide range of interaction between words and diagrams or drawings. Exercises in Subtheme B asked respondents questions about information contained in signs or labels. Subtheme C--reading charts, maps and graphs--could be considered as part of Theme 4: Reference Materials, since an individual consults these materials in search of specific information. The process of finding information in these materials is a study skill. Subtheme D asked questions that could be answered by referring to forms (such as bills) that were included in the exercises.

CHAPTER 2

SUMMARY OF RESULTS

The two exhibits in this chapter summarize the results for Theme 2, results that are spelled out in detail in Chapters 3 through 6.

The two exhibits summarize the results in different ways. Exhibit 2-1 shows the median effects for each group at each age level.¹ Exhibit 2-2 indicates whether the effects for a group were generally below, at or above the national percentage of success. Those groups designated with a double plus (++) were characteristically above² the national value while groups identified with one plus (+) tended to be above that figure. Groups having a zero (0) had medians approximately at the national level while those with one minus sign (-) tended to be below the national value, and those having a double minus (--) were characteristically below the national percentage of success.

Results for the subthemes are displayed in the chapter for each age level.

¹Medians, effects and groups are all defined in the chapter on Methods of Describing the Data.

²The underscored terms are defined in the chapter on Methods of Describing the Data.

EXHIBIT 2-1. Median Effects for Groups at Each Age

Reporting Category	Group	Age			
		9	13	17	Adult
Region	Southeast	-6.2	-4.2	-3.7	-7.2
	West	-.6	.1	.0	2.8
	Central	3.4	2.2	2.8	1.5
	Northeast	1.7	1.9	1.2	.2
Sex	Male	-1.3	-1.4	-1.3	2.0
	Female	1.3	1.3	1.3	-1.9
Race	Black	-15.8	-13.2	-13.2	-18.3
	White	2.6	2.5	1.8	2.5
Parental Education	No High School	-7.9	-8.4	-7.8	-6.2
	Some High School	-3.6	-3.5	-4.3	.1
	High School Graduate	.5	.6	.3	3.4
	Post High School	6.1	5.7	4.2	6.9
Size and Type of Community	Extreme Inner City	-9.9	-7.2	-6.6	
	Extreme Rural	-4.3	-3.7	-2.5	
	Small City	-.1	-.4	-1.1	
	Medium City	-.2	.7	.5	
	Rest of Big City	2.1	1.0	.7	
	Suburban Fringe	1.5	2.7	1.3	
	Extreme Inner City	7.8	4.4	4.9	
Size of Community	Big City				-3.2
	Small Place				.8
	Medium City				.8
	Urban Fringe				1.5

EXHIBIT 2-2. Tendencies and Characteristics
for Groups at Each Age Level

Reporting Category	Group	Age			
		9	13	17	Adult
Region					
	Southeast	--	--	--	--
	West	0	0	0	+
	Central	++	++	++	+
	Northeast	++	+	0	0
Sex					
	Male	0	0	-	0
	Female	0	0	+	0
Race					
	Black	--	--	--	--
	White	++	++	++	++
Parental Education					
	No High School	--	--	--	--
	Some High School	-	-	--	0
	High School Graduate	+	+	0	++
	Post High School	++	++	++	++
Size and Type of Community					
	Extreme Inner City	--	--	-	
	Extreme Rural	-	-	0	
	Small City	0	0	-	
	Medium City	0	0	0	
	Rest of Big City	0	0	0	
	Suburban Fringe	+	+	+	
	Extreme Inner City	++	++	++	
Size of Community					
	Big City				-
	Small Place				0
	Medium City				0
	Urban Fringe				0

CHAPTER 3
RESULTS FOR 9-YEAR-OLDS

The 9-year-olds who participated in the 1970-71 assessment of Reading were all born during the calendar year 1961. About three fourths of them were in the fourth grade and most of the others were in the third grade at the time of the assessment.

Generally speaking, 9-year-olds chose the acceptable response about 85% of the time on the 19 exercises in Theme 2, and their percentages of success on half of the exercises were between 74% and 89%. Another indication of their consistency can be seen in their performances on the subthemes (see Exhibit 3-1).

EXHIBIT 3-1. Performance on the Subthemes

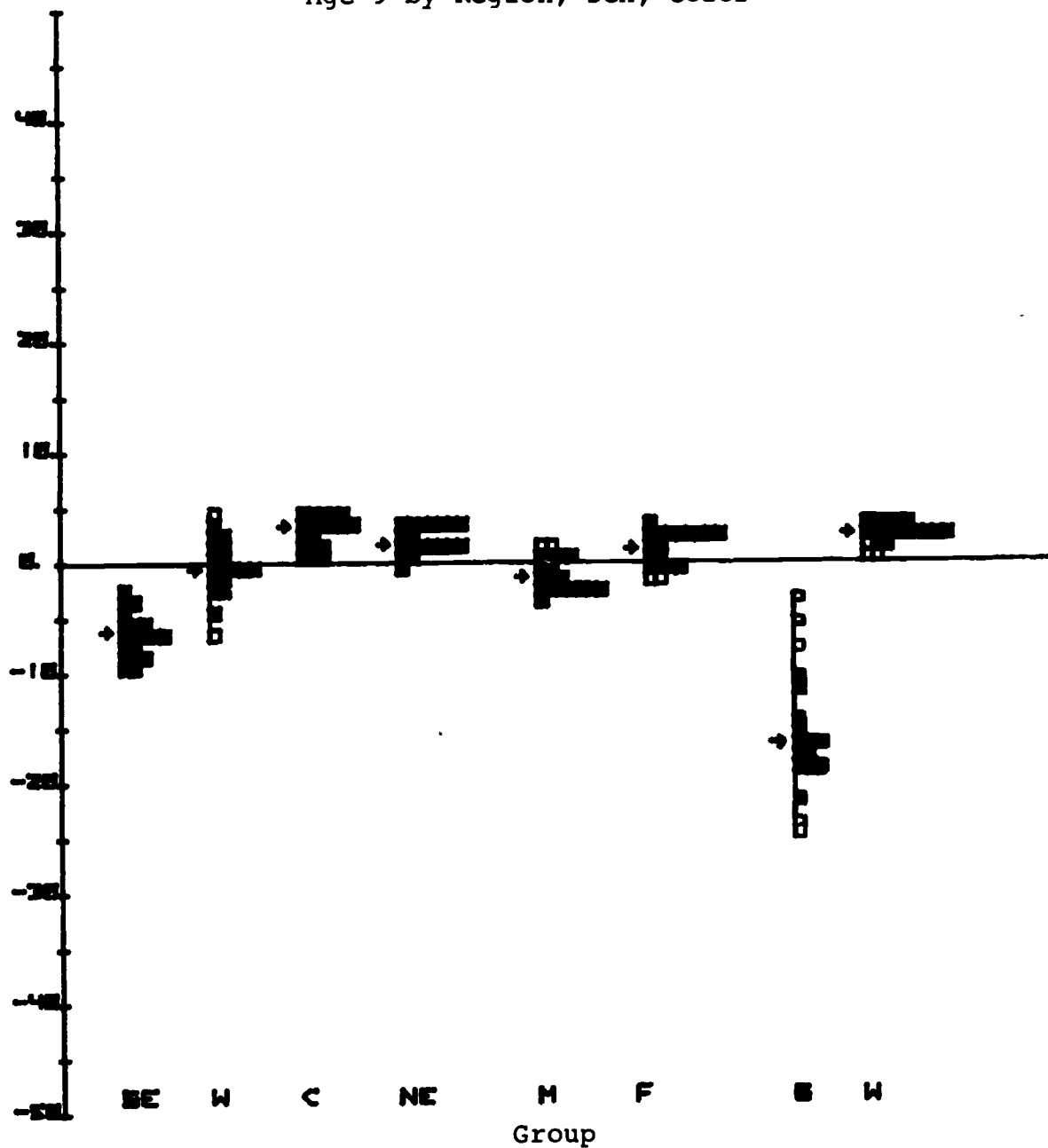
Subtheme	Median Percentage of Success	Number of Effects
A. Interpreting drawings and pictures	87.6%	6
B. Reading signs and labels	84.9	7
C. Reading charts, maps and graphs	80.2	6
D. Reading forms	-	0
TOTAL	85.3%	19

Nine-year-olds from different regions of the country showed different median effects (see Exhibit 3-2). Children from the Northeast and Central regions showed a positive characteristic,¹

¹See pages xiv and xv for a description of characteristics, tendencies and exceptional exercises.

EXHIBIT 3-2

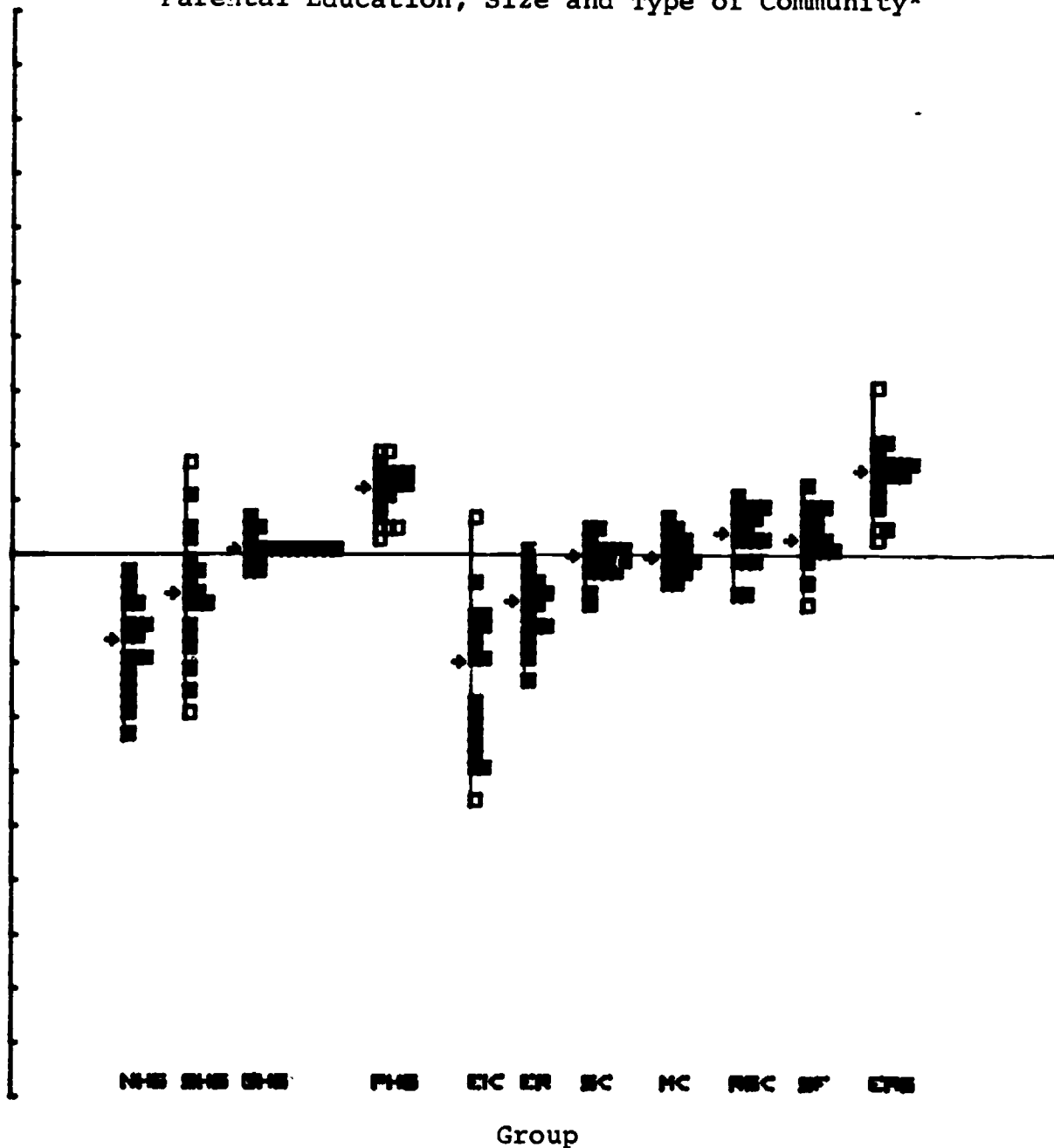
Distribution of Effects on 19 Exercises for Age 9 by Region, Sex, Color*



*Arrows indicate group medians, blackened boxes indicate typical exercises, open boxes indicate atypical exercises. Abbreviations: SE, Southeast; W, West; C, Central; NE, Northeast; M, male; F, female; B, Black; W, White.

EXHIBIT 3-2a

Distribution of Effects on 19 Exercises for Age 9 by Parental Education, Size and Type of Community*



*Arrows indicate group medians, blackened boxes indicate typical exercises, open boxes indicate atypical exercises. Abbreviations: NHS, no high school; SHS, some high school; GHS, high school graduate; PHS, post high school; EIC, extreme inner city; ER, extreme rural; SC, small city; MC, medium city; RBC, rest of big city; SF, suburban fringe; and EAS, extreme affluent suburb.

while Southern 9-year-olds had a negative one. Nine-year-olds from the West had percentages of success similar to those for the nation as a whole, though they did have two exceptional exercises; they performed unusually poorly on Exercise R214, part 5 (Subtheme C), and unusually well on Exercise R209 (Subtheme B).

Both boys and girls had levels of success generally close to the value for the nation as a whole, though there were again two exceptional exercises. On exercises where they were asked to read labels (U202 and R209, both from Subtheme B), boys had success rates that were unusually high for them, girls had success rates lower than their performances on other exercises.

White children's effects were characteristically positive while Black children's were characteristically negative. There were three exceptional exercises where Whites performed less well than they usually did and Blacks performed better than they had on other exercises. Those exercises were R204 (Subtheme B), R209 (Subtheme B) and R210 (Subtheme A). On another Subtheme B exercise, U213, and R205 (Subtheme A), Blacks performed less well than on other exercises.

The percentages of success for 9-year-olds seemed to increase with parental education: while children whose parents had no high school had characteristically negative effects and those whose parents had some high school showed a negative tendency, children whose parents graduated from high school displayed a positive tendency and those whose parents continued past high school were characteristically positive. Children whose parents had some high school performed better than usual on an exercise in reading signs (R205), less well than usual on one involving other signs (R208). Children of parents who continued their educations past high school did unusually well on a map reading exercise (R214, parts 2 and 4), and unusually poorly on an unreleased Subtheme A exercise (U201), a label exercise (R209), one of the exercises involving signs (R212) and an exercise involving figures made out of lines (R207).

Children from the extreme inner city and extreme rural areas showed negative characteristics and negative tendencies, respectively. Inner city children, further, read the dog food labels unusually well (Exercise R209), and did unusually poorly on the second part of the map reading exercise (R214). Children from small cities, medium cities and the inner urban fringe all had median values close to the nation as a whole; suburban fringe children showed a positive tendency, though they performed less well on the fifth part of the map reading problem (R214). A positive characteristic was displayed by extreme affluent suburb children who performed better than usual in reading the bubble gum labels (R204), less well than they usually did reading cereal boxes (U202) and some simple traffic signs (R212).

The way each of the groups performed relative to the nation as a whole on each subtheme is shown in Exhibit 3-3. That exhibit displays the median effect for each group for each subtheme. At the time this report was written, pooled standard errors for subthemes were not available, and it was therefore not possible to identify exceptional subthemes for a group in the manner exceptional exercises were located. In looking at the subtheme medians, bear in mind that the greater the difference between two median values, the more likely it is that the groups represented by the numbers really differed from one another in their ability to respond to exercises in the subtheme; the greater the difference between two subtheme medians, the more likely it is that the difference is not simply due to chance.

The remainder of this chapter is devoted to the exercises administered to 9-year-olds. Each exercise is numbered with a letter and a numeral. The letter (either R or U) indicates whether the text of the exercise has been released or is unreleased. The unreleased exercises are being retained for the next Reading assessment, in 1975-76. These exercises will be used again, and comparisons can be made between the 1969-70 results and the results collected during 1975-76.

The text for released exercises is presented exactly as the exercises were administered during the assessment. The acceptable answer is indicated (by a blackened oval) as is a brief discussion of the exercise itself and how the respondent may have arrived at the acceptable answer.²

Along with the exercise and/or its description, the percentage of success and the effects are presented for all the groups. A histogram is given with the percentage of success for each group represented by a bar. The leftmost vertical line (which cuts across the bar for each group) represents the national percentage of success, and the distance from the end of a group's bar to that line represents the group's effect--the difference between the performance for a group and the performance of the nation as a whole.

Starred effects (marked with an asterisk) indicate effects that differ reliably from zero.

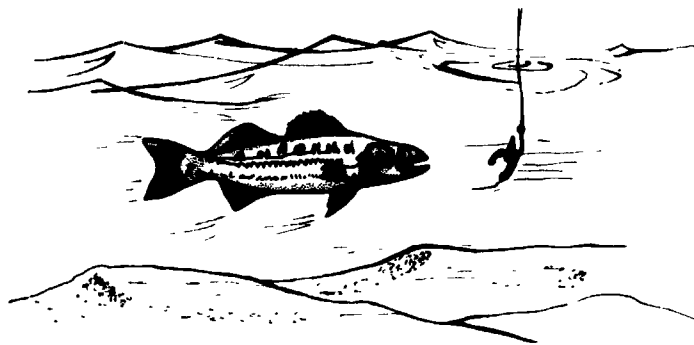
²Though the correct or best answer may have been reached by guessing, guessing is not considered here as a method for reaching the correct answer; the mention of guessing now is sufficient for all the exercises.

EXHIBIT 3-3. Median Effects for Subthemes

Group	Subtheme			All Sub-themes
	A. Interpreting drawings and pictures	B. Reading signs and labels	C. Reading charts maps and graphs	
Region				
Southeast	-7.1	-6.0	-6.3	-6.2
West	-0.1	-0.6	-0.4	-0.6
Central	3.0	2.7	3.7	3.4
Northeast	1.9	1.7	2.3	1.7
Sex				
Male	-2.1	0.2	-0.9	-1.3
Female	2.1	-0.2	0.9	1.3
Race				
Black	-17.4	-14.0	-16.5	-15.8
White	3.1	2.4	2.6	2.6
Parental Education				
No High School	-7.8	-6.5	-11.3	-7.9
Some High School	-2.3	-0.5	-2.9	-3.6
High School Graduate	0.7	0.6	0.4	.5
Post High School	5.1	5.9	7.2	6.1
Size and Type of Community				
Extreme Inner City	-14.3	-5.7	-16.9	-9.9
Extreme Rural	-4.8	-6.3	-1.1	-4.3
Small City	-0.4	0.0	-0.3	-.1
Medium City	1.0	0.6	-1.1	-.2
Rest of Big City	1.6	1.8	2.6	2.1
Suburban Fringe	3.4	0.3	1.3	1.5
Extreme Affluent Suburb	6.9	7.5	8.5	7.8
Number of Effects	6	7	6	19

RELEASED EXERCISES

Exercise R203, Subtheme A



Look at the picture and fill in the oval beside the sentence which tells BEST what the drawing shows.

- ☐ The fish has already eaten the worm.
- ☐ The worm is probably not on a hook and line.
- ☒ The fish looks as if he is going to eat the worm.
- ☐ The fish is waiting for the worm to be put in the water.
- ☐ I don't know.

W02 02 3/1 03=X203014 400040V0

9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

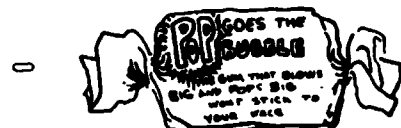
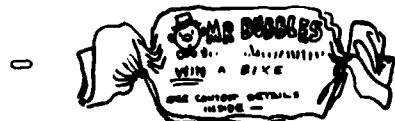
% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
87.5	---	NATIONAL		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		REGION												
81.3	-6.2*		Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
86.2	-1.3		West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
90.9	3.3*		Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
89.7	2.2		Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SEX												
85.5	-2.0*		Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
89.7	2.2*		Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		COLOR												
69.0	-18.5*		Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.4	2.9*		White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		PARENTAL EDUCATION												
76.5	-11.0*		No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
83.9	-3.6		Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
89.6	2.1		Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91.7	4.2*		Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SIZE AND TYPE OF COMMUNITY												
69.1	-19.5*		Extreme Inner City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
80.9	-6.6		Extreme Rural	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
86.8	-0.7		Small City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
90.5	3.0		Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
89.3	1.8		Rest Of Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
92.0	4.4*		Suburban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
93.6	6.1*		Extreme Aff Suburb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Exercise R203, Subtheme A

In order to respond correctly, a child could either intuit the feelings of the fish or eliminate the three incorrect responses leaving only the third alternative.

Exercise R204, Subtheme B

If you wanted to buy some bubble gum that would stay sweet for a long time, which of these would you buy? Fill in the oval beside the bubble gum you would buy.



☐ I don't know

W02 06 3/1 03=X204011 R1000000

9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

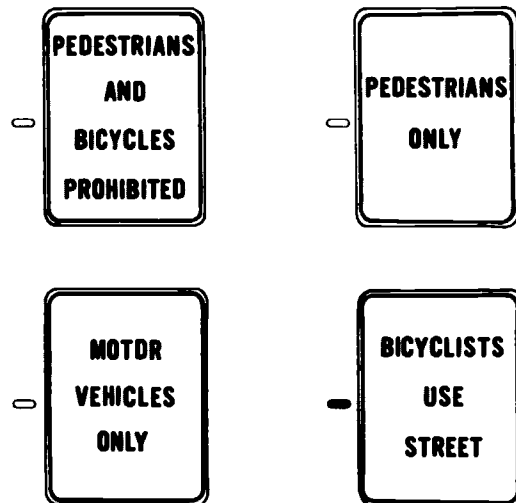
% OF SUCCESS	GROUP EFFECT	VARIABLE-----GROUP	PERCENTAGE OF SUCCESS										
			0	10	20	30	40	50	60	70	80	90	100
65.4	---	NATIONAL	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		REGION											
62.0	-3.3	Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
63.5	-1.9	West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
66.2	0.8	Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
68.7	3.4	Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SEX											
63.0	-2.4	Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
67.9	2.6	Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		COLOR											
57.5	-7.9*	Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
66.5	1.1*	White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		PARENTAL EDUCATION											
56.3	-9.0*	No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
60.7	-4.7	Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
68.1	2.8	Graduate High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
71.8	6.4*	Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SIZE AND TYPE OF COMMUNITY											
60.2	-5.2	Extreme Inner City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
58.4	-7.0	Extreme Rural	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
61.3	-4.1	Small City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
67.4	2.1	Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
69.0	3.6	Rest of Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
64.6	-0.7	Suburban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91.2	15.8*	Extreme Aff Suburb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Exercise R204, Subtheme B

In order to see that the third gum wrapper enclosed a piece of bubble gum that would "stay sweet for a long time," the child would have to understand that the preceding expression and "it never loses its sugary flavor" were synonymous.

Exercise R205, Subtheme B

Which sign shows where you should ride your bicycle?



☐ I don't know

702 11 3/1 04*205011 R1000000

9 13 17

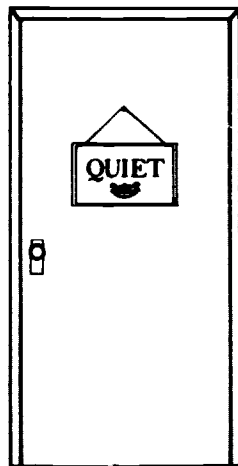
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP PERCENT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
69.4	---	NATIONAL		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
60.5	-8.3*	REGION		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
64.7	-0.6		Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
72.1	3.4		West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
72.1	3.3		Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
			Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
69.1	0.2	SEX		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
69.6	-0.2		Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
			Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
44.7	-24.8*	COLOR		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
72.6	3.8*		Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
			White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
61.3	-7.5*	PARTIAL EDUCATION		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
77.1	8.1		No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
67.4	-1.4		Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
75.7	6.8*		Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
			Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
50.4	-18.5*	SIZE AND TYPE OF COMMUNITY		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
60.6	-8.2		Extreme In	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
69.4	0.6		Small City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
67.2	-1.6		Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
73.2	4.4		Rest of Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
77.4	3.9		Suburban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
79.0	10.2*		Extreme Aff Suburb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Exercise R205, Subtheme B

In order to respond correctly to this exercise, a child would have had to know the meanings of pedestrians, motor vehicles and prohibited and he would have to know that a bicvclist is one who rides a bicycle.

Exercise R206, Subtheme B



Look at the picture and fill in the oval beside the sentence which tells BEST what the drawing shows.

- ☐ A sign is hanging by the door.
- ☒ A sign is hanging on the door.
- ☐ A sign is hanging over the door.
- ☐ A sign is hanging near the door.
- ☐ I don't know.

NOI 02 3/1 02X206011 R17000V0

9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

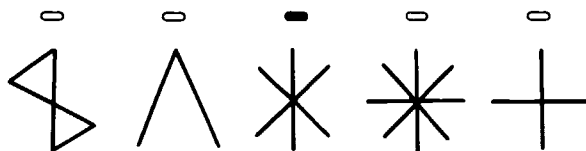
% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
99.9	---	NATIONAL		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		REGION												
91.5	-5.3*		Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.9	-2.0		West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91.0	4.2*		Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
90.5	1.7		Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SEX												
96.0	-2.8*		Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91.5	2.7*		Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		COLOR												
70.6	-18.2*		Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91.3	2.6*		White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		PARENTAL EDUCATION												
92.2	-6.5*		No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
77.9	-10.9*		Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
99.5	0.8		Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98.5	5.7*		Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SIZE-AND-TYPE OF COMMUNITY												
90.1	-8.6*		Extreme Inner City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
89.1	0.5		Extreme Rural	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
86.9	-1.9		Small City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
99.4	0.6		Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
89.2	-0.5		Rest Of Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
89.1	0.3		Suburban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95.0	7.2*		Extreme Aff Suburb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Exercise R206, Subtheme B

This exercise required two things of the children who took it. First, it required that they be able to determine where the sign was hanging relative to the door, and second, they had to translate their perceptions into the proper preposition, in this case, on.

Exercise R207, Subtheme C

Here are some figures with an oval below each figure. Fill in the oval below the figure that can be made with just three lines that cross each other.



N03 09 3/1 03*X207013 R00300V0

9

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
89.2	---	NATIONAL		+	+	+	+	+	+	+	+	+	+	+
		REGION												
97.2	-9.0*		Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91.6	2.4*		West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
93.7	3.9*		Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
90.6	1.4		Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SEX												
98.5	-0.7		Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
89.9	0.7		Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		COLOR												
74.0	-15.2*		Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91.3	2.1*		White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		PARENTAL EDUCATION												
79.9	-9.2*		No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
90.9	1.8		Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
89.8	0.6		Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91.9	2.7*		Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SIZE-AND-TYPE OF COMMUNITY												
82.4	-6.8		Extreme Inner City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
86.1	-3.1		Extreme Rural	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
88.9	-0.7		Small City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
88.9	-0.4		Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91.2	2.1		Rest of Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
99.9	0.7		Suburban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98.7	5.0*		Extreme Aff Suburb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Exercise R207, Subtheme C

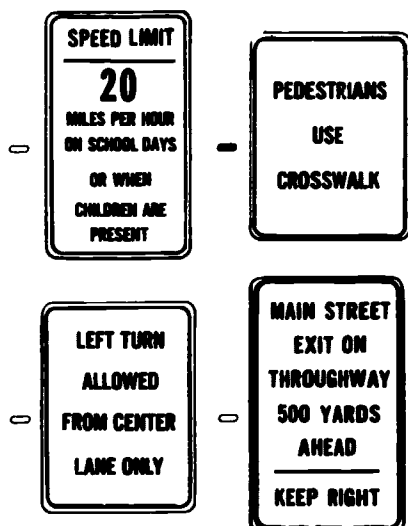
In order to determine that the only figure made of three crossing lines was the third one, each child had to resolve each figure into its parts.

Exercise R208, Subtheme B

Some road signs tell people who are driving cars what to do.

Other signs tell people who are walking what to do.

If you are walking, which sign tells you what to do? Fill in the oval beside the correct sign.



☐ I don't know

MC4 06 3/1 03-6208011 91010070

9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS
				0 10 20 30 40 50 60 70 80 90 100
97.3	---	NATIONAL	*
		REGION		
83.2	-7.1*		Southeast*
89.7	1.4		West*
90.0	2.7		Central*
89.5	2.2		Northeast*
		SEX		
86.0	-1.3		Male*
88.6	1.3		Female*
		COLOR		
73.3	-14.0*		Black*
89.9	2.4*		White*
		PARENTAL EDUCATION		
81.2	-6.1		No High School*
73.7	-14.4*		Some High School*
96.7	-0.6		Graduated High Sch.*
93.4	6.1*		Post High School*
		SIZE-AND-TYPE OF COMMUNITY		
91.3	-6.3*		Extreme Inner City*
81.1	-4.3		Extreme Rural*
87.4	0.0		Small City*
85.7	-2.3		Medium City*
86.5	-0.8		Just of Big City*
90.3	3.0*		Suburban Fringe*
95.7	8.4*		Extreme Aff Suburb*

Exercise R208, Subtheme B

This exercise required children to be able to determine that only the upper right hand sign pertained to a person who was walking. There were two ways a child could choose the correct sign: he could know the meaning of the word pedestrians (since only one sign referred to walkers), or he could eliminate the other three signs by figuring out that they all pertained to cars.

Exercise R209, Subtheme B

Look at the labels from two cans of dog food. One can has more protein in it than the other. Fill in the oval below the dog food that contains more protein.

Ash	3%
Crude fiber	17%
Crude protein	65%
Crude fat	11%
Moisture	4%
Vitamin E	trace
PREMIUM DOG FOOD	
A Beef Product	

Ash	2%
Crude fiber	45%
Crude protein	20%
Crude fat	30%
Moisture	3%
Vitamin E	trace
HEARTY DOG FOOD	
A Balanced Meal	

☐ I don't know.

W04 10 3/1 01*K209011 R00300V0

9 13

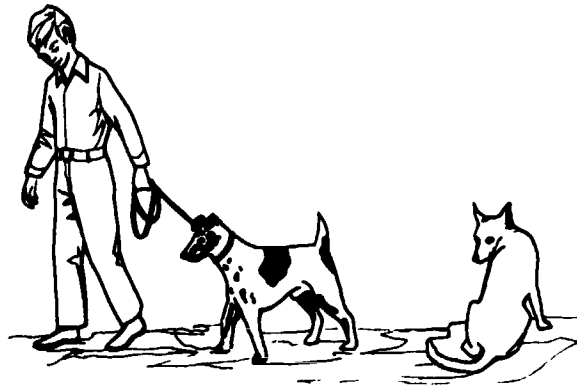
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

# OF SUCCESS	GROUP EFFECT	VARIABLE-----GROUP	PERCENTAGE OF SUCCESS										
			0	10	20	30	40	50	60	70	80	90	100
67.4	---	NATIONAL	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
67.6	-6.8*	REGION	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
71.6	4.2*	Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
68.1	0.6	West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
69.1	1.6	Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
69.1	1.7	SEX	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
65.8	-1.6	Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
65.7	-2.2	COLOR	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
67.6	0.2	Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
65.0	-2.4	PARENTAL EDUCATION	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
65.9	-1.5	No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
67.5	0.1	Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
69.6	2.2	Graduated High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
70.5	3.1	SIZE-AND-TYPE	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
66.3	-11.1*	OF COMMUNITY	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
69.6	2.2	Extreme Inner City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
69.5	2.1	Extreme Rural	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
61.9	-3.6	Small City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
64.5	-2.9	Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
74.9	7.5*	West Of Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		Suburban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		Extreme Aff Suburb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Exercise R209, Subtheme B

In order to respond correctly to this exercise, a child had to know that 65 was greater than 20 and he had to assume that the HEARTY can was not more than $3 \frac{1}{4}$ times larger than the PREMIUM can.

Exercise R210, Subtheme A



Look at the picture and fill in the oval beside the sentence which tells BEST what the drawing shows.

- ☐ The boy has two dogs on a leash.
- ☐ The boy is walking behind his dog.
- ☒ The dog on the leash has spots on it.
- ☐ The dog sitting down has spots on it.
- ☐ I don't know.

W05 36 3/1 03*X210011 R10000V3

9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

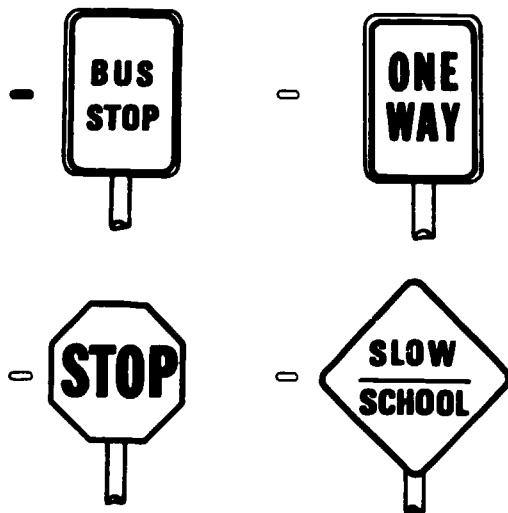
% OF SUCCESS	GROUP DIFFER	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
85.3	---	NATIONAL		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
76.3	-9.0*	REGION		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
83.1	3.0		Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
90.2	4.9*		West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94.9	-0.3		Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
			Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
83.4	-1.9*	SEX		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87.2	2.0*		Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
			Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
66.4	-18.8*	COLOR		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
99.7	3.4*		Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
			White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
75.4	-9.8*	PARENTAL EDUCATION		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
78.3	-6.4		No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87.1	1.9		Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94.0	8.7*		Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
			Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
69.3	-17.0*	SIZE-AND-TYPE OF COMMUNITY		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
79.2	-6.1		Extreme Inner City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
46.2	0.9		Extreme Rural	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
84.3	-1.0		Small City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
86.7	1.4		Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87.9	2.7		Best Of Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94.9	9.7*		Suburban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
			Extreme Aff Suburb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Exercise R210, Subtheme A

This exercise required 9-year-olds to evaluate four different descriptions of a picture and decide which description was most accurate. The instructions to the child imply that there is no correct response, but only a best one. This may mean that even though half of the sitting dog is hidden, and the hidden part may be laden with spots, the third alternative is preferred because it is more readily verifiable.

Exercise R212, Subtheme B

Fill in the oval beside the sign that a boy might look for if he needed to take a bus home.



☐ I don't know

407 01 3/1 01*Y212111 810000V9

9

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
97.0	---	NATIONAL		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		REGION		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94.3	-2.7*		Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.3	-0.7		West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98.1	1.1		Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
99.4	1.4*		Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SEX		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.7	0.7*		Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.3	-0.7*		Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		COLOR		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
92.3	-4.7*		Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.8	0.9*		White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		PARENTAL EDUCATION		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95.9	-1.2		No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.4	-0.5		Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.2	0.2		Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
99.8	1.8*		Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SIZE-AND-TYPE OF COMMUNITY		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94.0	-2.9		Extreme Inner City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94.5	-2.4		Extreme Rural	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.4	-0.6		Small City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.7	-0.3		Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
99.8	1.8*		Rest of Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94.0	1.0		Suburban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
99.3	2.3*		Extreme Aff Suburb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Exercise R212, Subtheme B

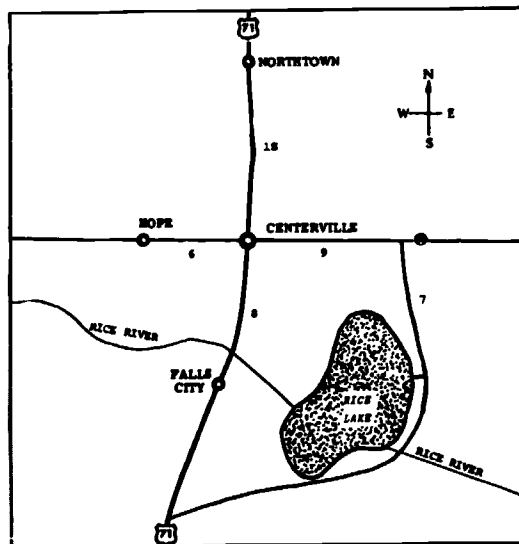
This exercise asked children to decide which of four signs related to buses. The correct response involved the only one of the four signs that contained the word "bus."

Exercise R214, Subtheme C

Look at the road map and read each sentence carefully. If what the sentence says is true, fill in the oval beside "True." If what the sentence says is not true, fill in the oval beside "False." If you can't decide if the sentence is true or false, fill in the oval beside "I don't know."

A. By car Northtown is closer to Rice Lake than to Hope.

- ☐ True
☐ False
☐ I don't know.



W08 06 3/1 02*1214013 R00300V0

9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
78.5	---	NATIONAL		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		REGION												
73.3	-5.1*		Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
77.7	-0.8		West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
79.2	0.7		Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
81.9	3.4		Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SEX												
76.1	-2.4*		Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
80.9	2.4*		Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		COLOR												
69.7	-17.8*		Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
81.4	2.9*		White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		PARENTAL EDUCATION												
64.3	-14.5*		No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
75.1	-3.3		Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
81.9	3.5*		Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95.6	7.1*		Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SIZE AND TYPE OF COMMUNITY												
63.6	-14.9*		Extreme Inner City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
69.0	-9.4*		Extreme Rural	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
78.6	0.1		Small City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
76.4	-1.0		Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87.5	4.0		Rest of Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
80.0	1.5		Suburban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
88.8	10.3*		Extreme Aff Suburb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

B. You can drive all the way from Northtown to Falls City on Highway 71.

- ☒ True
☐ False
☐ I don't know.

W08 16 4/1 01*1214023 400300V0

9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

N O* SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
91.9	---	NATIONAL		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		REGION												
74.4	-7.1*		Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
81.3	-0.1		West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.9	4.9*		Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
92.0	0.1		Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SEX												
82.2	0.3		Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91.6	-0.3		Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		COLOR												
60.8	-21.1*		Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
85.1	3.1*		White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		PARENTAL EDUCATION												
65.6	-16.3*		No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
79.1	-2.6		Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
92.2	0.3		Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91.3	9.4*		Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SIZE-AND-TYPE OF COMMUNITY												
59.5	-22.4*		Extreme Inner City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
79.7	-2.2		Extreme Rural	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
81.9	-0.0		Small City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
80.3	-1.6		Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
83.3	1.4		Rest Of Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
86.4	4.5*		Suburban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
90.2	8.3*		Extreme Aff Suburb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

C. Hope is the town closest to Centerville.

☒ True

☐ False

☐ I don't know.

N08 06 5/1 01*K214033 P00300V3

9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP DIFFERENTIAL	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
95.4	---	NATIONAL		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		REGION												
74.2	-6.2*		Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
85.5	0.1		West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
89.4	3.0*		Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
86.7	1.2		Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SEX												
82.9	-2.5*		Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87.9	2.5*		Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		COLOR												
67.6	-17.8*		Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
89.0	2.6*		White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		PARENTIAL EDUCATION												
77.5	-7.9*		No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
76.9	-8.5*		Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95.9	0.5		Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
93.2	7.8*		Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SIZE-AND-TYPE OF COMMUNITY												
68.5	-16.9*		Extreme Inner City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
83.9	-1.5		Extreme Rural	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
83.8	-1.6		Small City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
85.7	0.2		Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
88.6	3.1		Rest of City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
86.6	1.2		Suburban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
92.4	7.0*		Extreme Aff Suburb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

D. Centerville is farther west than Hope.

☐ True

☒ False

☐ I don't know.

408 06 6/1 02*X214043 R00300V0

9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
71.9	---	NATIONAL		.....									
69.3	-6.5*	REGION	Southeast	.....									
67.1	-8.7*		West	.....									
76.2	4.4*		Central	.....									
75.1	3.3*		Northeast	.....									
70.6	-1.2	SEX	Male	.....									
73.9	1.2		Female	.....									
56.7	-15.1*	COLOR	Black	.....									
74.2	2.4*		White	.....									
59.4	-13.4*	PARENTAL EDUCATION	No High School	.....									
67.1	-4.7		Some High School	.....									
70.9	-1.0		Graduated High Sch.	.....									
81.1	9.3*		Post High School	.....									
52.4	-19.3*	SIZE AND TYPE OF COMMUNITY	Extreme Inner City	.....									
70.9	-0.8		Extreme Rural	.....									
70.7	-1.1		Small City	.....									
69.1	-2.7		Medium City	.....									
75.6	3.8		West 1/2 Big City	.....									
74.7	2.9		Suburban Fringe	.....									
77.7	8.9*		Extreme Aff Suburb	.....									

E. Highway 20 runs on the south side of Rice River.

☐ True

☒ False

☐ I don't know.

W08 06 7/1 02*X214053 W00300V0

9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

# OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
52.3	---	NATIONAL		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		REGION												
48.3	-4.0		Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
45.4	-6.9*		West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
55.8	3.5		Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
56.2	3.9*		Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SEX												
53.1	0.8		Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
51.5	-0.8		Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		COLOR												
38.9	-13.4*		Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
54.5	2.2*		White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		PARENTAL EDUCATION												
49.3	-3.0		No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
55.1	5.8		Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
52.7	0.3		Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
59.7	7.4*		Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SIZE-AND-TYPE OF COMMUNITY												
42.5	-9.8*		Extreme Inner City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
49.3	-3.0		Extreme Rural	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
55.2	2.9		Small City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
52.1	-0.2		Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
49.4	-3.9		Rest Of Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
47.7	-4.6		Suburban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
61.0	8.7*		Extreme Aff Suburb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Exercise R214, Subtheme C

The five parts of this question all asked children to answer questions using the map provided. The map reading skills involved included: translating distances on a map into distances between places, determining whether particular routes existed, reading relative distances and determining relative positions.

CHAPTER 4

RESULTS FOR 13-YEAR-OLDS

The results described in this chapter are based on responses from teenagers born during 1957. About three fourths of them were in the eighth grade and most of the others were in seventh.

The median performance on Theme 2 exercises for 13-year-olds was 78.9%; almost four out of five 13-year-olds chose the acceptable answer to exercises involving graphic materials. There was some variation in median performance, though, for each subtheme. Those results are shown in Exhibit 4-1.

EXHIBIT 4-1. Performance on the Subthemes

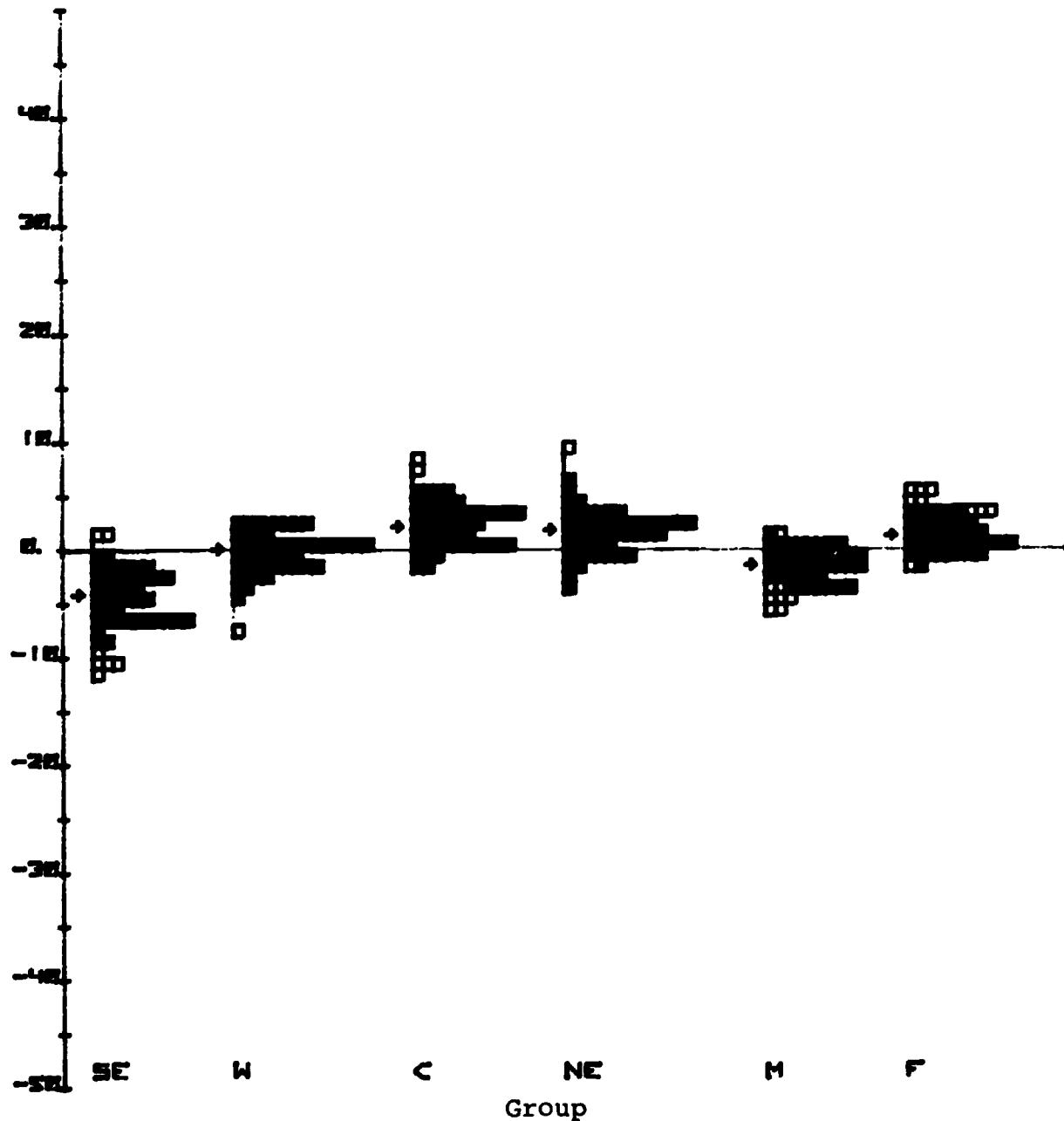
Subtheme	Median Percentage of Success	Number of Effects
A. Interpreting drawings and pictures	93.7%	4
B. Reading signs and labels	83.2	12
C. Reading charts, maps and graphs	73.5	14
D. Reading forms	74.9	20
TOTAL	78.9%	50

Median effects also varied for 13-year-olds from different parts of the country: teenagers from the Central region showed a positive characteristic, those from the Northeast displayed a positive tendency, 13-year-olds from the West performed at the same level as the nation as a whole and those from the Southeast had a negative characteristic.

Teenagers from the Southeast performed better than usual on parts of two exercises (U221, part 2, and R236, part 1, both

EXHIBIT 4-2

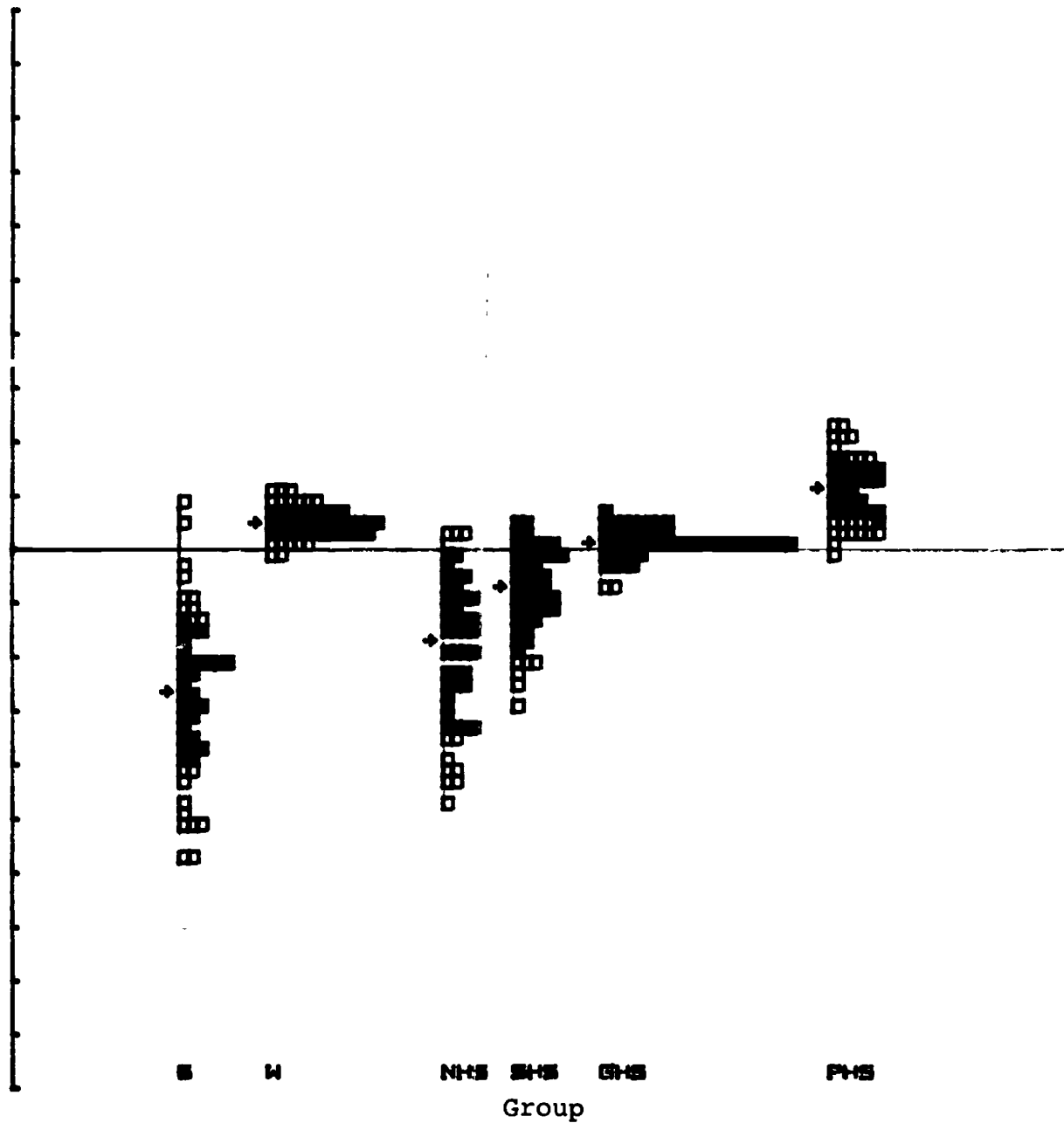
Distribution of Effects on 50 Exercises for Age 13 by Region and Sex*



*Arrows indicate group medians, blackened boxes indicate typical exercises, open boxes indicate atypical exercises. Abbreviations: SE, Southeast; W, West; C, Central; NE, Northeast; M, male; F, female.

EXHIBIT 4-2a

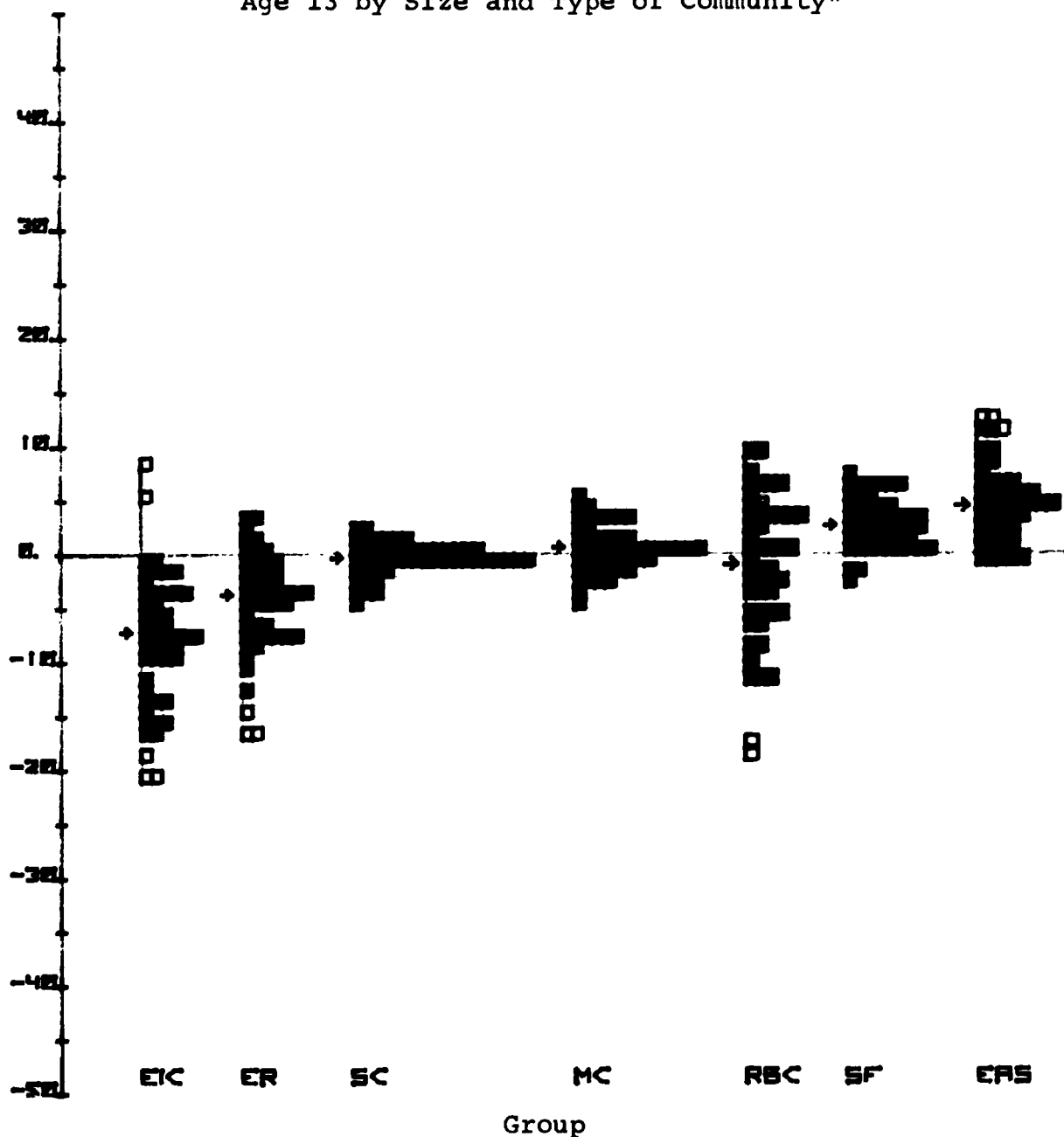
Distribution of Effects on 50 Exercises for
Age 13 by Color and Parental Education*



*Arrows indicate group medians, blackened boxes indicate typical exercises, open boxes indicate atypical exercises. Abbreviations: B, Black; W, White; NHS, no high school; SHS, some high school; GHS, graduated from high school; PHS, post high school.

EXHIBIT 4-2b

Distribution of Effects on 50 Exercises for Age 13 by Size and Type of Community*



*Arrows indicate group medians, blackened boxes indicate typical exercises, open boxes indicate atypical exercises. Abbreviations: EIC, extreme inner city; ER, extreme rural; SC, small city; MC, medium city; RBC, rest of big city; SF, suburban fringe; and EAS, extreme affluent suburb.

from Subtheme D) and unusually poorly on five others (R227 and U225, part 3, both in Subtheme D; U219 and U235, part 2, in Subtheme C; and U217, part 4, in Subtheme B). Those from the West had only one exceptional exercise, U226, where they performed unusually poorly. The only exceptional exercises for the Central and Northeastern regions involved performances that were unusually good for those groups: teenagers from the Central region performed unusually well on Exercises U225 (Subtheme D) and U217, part 4 (Subtheme B); while Northeastern teenagers performed unusually well on Subtheme D Exercise R230.

Teenage boys and teenage girls performed about equally well. There were, however, some exceptional exercises. Boys had more success than usual on Exercise U223 (Subtheme C) and less on exercises: U217, part 2 (Subtheme B); U216, parts 2 and 3 (Subtheme C); and U221, part 2; U222; R230; and U218, part 1 (Subtheme D). Girls performed unusually poorly on only one exercise, U223 (Subtheme C), while they performed unusually well on eight others: U217, parts 2 and 3 (both Subtheme B); U216, part 2 (Subtheme C); U218, part 1; U221, part 2; U222; and U234, parts 1 and 3 (Subtheme D).

Black 13-year-olds showed a negative characteristic while White teenagers showed a positive one. There were many exceptional exercises for these two groups, and those exercises have been displayed in Exhibit 4-3.

Like 9-year-olds, successful performances for 13-year-olds were more frequent for those whose parents had the most formal education, less frequent for those whose parents had less. Thirteen-year-olds whose parents had no high school showed a negative characteristic while a negative tendency was shown by those whose parents had only some high school. Teenagers whose parents graduated from high school showed a positive tendency while those whose parents had post high school educations showed a positive characteristic. The exceptional exercises for the four parental education groups are shown in Exhibit 4-4.

Thirteen-year-olds from small cities, medium cities and the rest of big city groups all performed at levels close to that of the nation as a whole. Extreme inner city and extreme rural teenagers were below nat level (they showed a negative characteristic and negative tendency, respectively) while those from the suburban fringe and extreme affluent suburbs were above it (displaying a positive tendency and positive characteristic, respectively). There were relatively few exceptional exercises within this reporting category. Indeed, there were none at all for the small city, medium city and suburban fringe groups. Teenagers from the extreme inner city performed better than usual on part 1 of Exercise R236 (Subtheme D) and U216 (Subtheme C)

EXHIBIT 4-3. Exceptional Exercises for
Black and White 13-Year-Olds

Exercise	Subtheme	Performance on the Identified Exercise	
		Black	White
U203	A	Better than usual	Worse than usual
U213	A	Better than usual	
U202	B	Better than usual	
R206	B	Better than usual	Worse than usual
R208	B	Better than usual	Worse than usual
U217, part 1	B	Better than usual	Worse than usual
U217, part 4	B	Worse than usual	Better than usual
U232, part 1	B	Worse than usual	
U232, part 2	B	Worse than usual	Better than usual
R214, part 5	C		Better than usual
U216, part 1	C	Worse than usual	Better than usual
R219	C	Worse than usual	Better than usual
U229	C	Better than usual	Worse than usual
U235, part 1	C	Worse than usual	Better than usual
U235, part 2	C	Worse than usual	Better than usual
U221, part 3	D	Worse than usual	
U225, part 1	D	Better than usual	
U225, part 2	D	Better than usual	Worse than usual
R227	D	Worse than usual	Better than usual
R228	D	Worse than usual	
R231, part 1	D	Worse than usual	
U234, part 1	D		Better than usual
R236, part 1	D	Better than usual	Worse than usual

and less well than usual on R227; R231, part 1; and U217, part 4. The latter three exercises were all from Subtheme D. Thirteen-year-olds from extreme rural areas performed unusually poorly on Exercises R205 (Subtheme B); U217, part 4 (Subtheme D); and U235, part 2 (Subtheme C). Thirteen-year-olds from the rest of big city performed poorly on parts 1 and 3 of Exercise U225 (Subtheme D). Extreme affluent suburb teenagers, on the other hand, performed unusually well on Exercises U221, part 3, and R227 (both from Subtheme D) and U235, part 2 (from Subtheme C).

The remainder of this chapter is devoted to the exercises administered to 13-year-olds. Each exercise is numbered with a letter and a numeral. The letter (either R or U) indicates whether the text of the exercise has been released or is unreleased. The unreleased exercises are being retained for the next Reading assessment, in 1975-76. These exercises will be used again, and comparisons can be made between the 1969-70 results and the results collected during 1975-76.

EXHIBIT 4-4. Exceptional Exercises for the Different Parental Education Groups

Exercise	Subtheme	Performance on the Identified Exercise		
		NHS	SHS	PHS
U203	A			Worse than usual
R210	A			Worse than usual
U213	A			Worse than usual
U202	B			Worse than usual
U204	B			Worse than usual
R206	B	Better than usual		Worse than usual
U208	B			Worse than usual
U217, part 1	B			Worse than usual
U217, part 2	B		Worse than usual	
U217, part 3	B	Worse than usual		
U217, part 4	B	Worse than usual	Worse than usual	Better than usual
U232, part 2	B	Worse than usual		Better than usual
R214, part 2	C		Worse than usual	Worse than usual
R214, part 3	C			
R214, part 5	C		Worse than usual	Better than usual
U219	C			
R220	C			Better than usual
U224	C			Better than usual
U229	C			Worse than usual
U235, part 1	C	Worse than usual		
U235, part 2	C	Worse than usual		
U221, part 1	D			
R227	D	Worse than usual	Worse than usual	Better than usual
U221, part 3	D		Worse than usual	Better than usual
U225, part 2	D			Better than usual
R228	D		Worse than usual	Worse than usual
R230	D	Worse than usual		
R231, part 1	D	Worse than usual		Better than usual
R236, part 1	D	Better than usual	Worse than usual	Worse than usual

EXHIBIT 4-5. Median Performances on the Subthemes

Group	Sub- theme A	Sub- theme B	Sub- theme C	Sub- theme D	All Sub- themes
Region					
Southeast	-1.7	-5.4	-4.9	-4.5	-4.2
West	-1.3	.7	.8	-.9	.1
Central	1.3	2.0	2.2	3.2	2.2
Northeast	1.4	.7	2.4	2.3	1.9
Sex					
Male	-1.1	-.9	-.7	-2.2	-1.4
Female	1.1	1.0	.7	2.2	1.3
Race					
Black	-7.1	-12.9	-16.2	-13.7	-13.2
White	1.3	2.2	2.9	2.7	2.5
Parental Education					
No High School	-2.9	-10.3	-11.0	-7.1	-8.4
Some High School	.4	-4.9	-3.9	-4.9	-3.5
High School Graduate	1.2	1.0	.9	.2	.6
Post High School	2.0	4.6	6.7	6.2	5.7
Size and Type of Community					
Extreme Inner City	-5.9	-6.8	-8.0	-7.9	-7.2
Extreme Rural	-.2	-4.5	-6.6	-2.9	-3.7
Small City	.5	-.7	.6	-.5	-.4
Medium City	.5	.7	-.3	.9	.7
Rest of Big City	-2.2	-.3	.7	-.7	-1.0
Suburban Fringe	.6	3.3	1.9	3.0	2.7
Extreme Affluent Suburb	1.9	5.0	5.1	3.8	4.4
Number of Effects	4	12	14	20	50

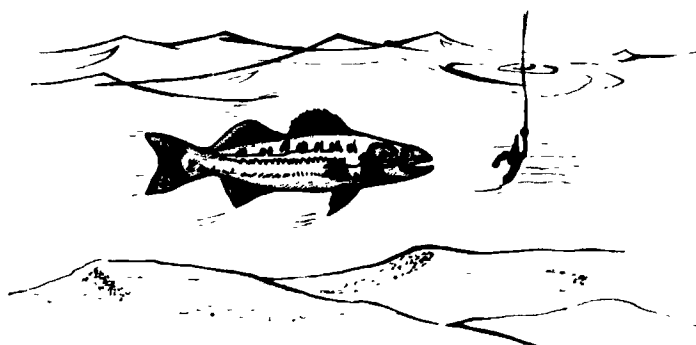
The text for released exercises is presented exactly as the exercises were administered during the assessment. The acceptable answer is indicated (by a blackened oval) as is a brief discussion of the exercise itself and how the respondent may have arrived at the acceptable answer.¹

¹Though the correct or best answer may have been reached by guessing, guessing is not considered here as a method for reaching the correct answer; the mention of guessing now is sufficient for all the exercises.

Along with the exercise and/or its description, the percentage of success and the effects are presented for all the groups. A histogram is given with the percentage of success for each group represented by a bar. The leftmost vertical line (which cuts across the bar for each group) represents the national percentage of success, and the distance from the end of a group's bar to that line represents the group's effect--the difference between the performance for a group and the performance of the nation as a whole.

Starred effects (marked with an asterisk) indicate effects that differ reliably from zero.

Exercise R203, Subtheme A



Look at the picture and fill in the oval beside the sentence which tells BEST what the drawing shows.

- ☐ The fish has already eaten the worm.
- ☐ The worm is probably not on a hook and line.
- ☒ The fish looks as if he is going to eat the worm.
- ☐ The fish is waiting for the worm to be put in the water.
- ☐ I don't know.

13 05 3/1 02*1203014 9020#0V3

9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

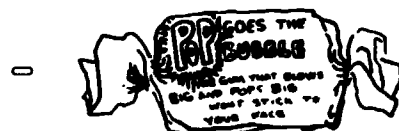
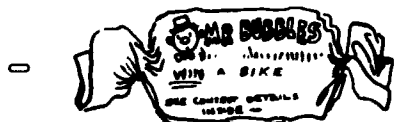
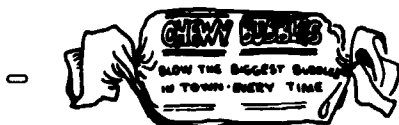
% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
95.0	---	NATIONAL		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		REGION												
94.3	-1.7		Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94.5	-1.5		West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.3	1.3		Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.3	1.8*		Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SEX												
95.0	-1.0*		Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95.3	0.9*		Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		RACE												
91.7	-4.3*		Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95.9	0.9*		White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		PARENTAL EDUCATION												
91.5	-2.6		No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94.0	2.0*		Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.1	0.3		Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.3	1.9*		Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SIZE AND TYPE OF COMMUNITY												
92.3	-3.1		Extreme Inner City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
92.6	-3.4*		Extreme Rural	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.1	0.0		Small City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.1	0.1		Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
93.9	-2.2		Rest of Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
93.1	1.9*		Suburban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.1	1.1		Extreme Aff Suburb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Exercise R203, Subtheme A

In order to respond correctly, a child could either intuit the feelings of the fish or eliminate the three incorrect responses leaving only the third alternative.

Exercise R204, Subtheme B

If you wanted to buy some bubble gum that would stay sweet for a long time, which of these would you buy? Fill in the oval beside the bubble gum you would buy.



☐ I don't know

T09 07 3/1 03=X244011 R1000000

9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

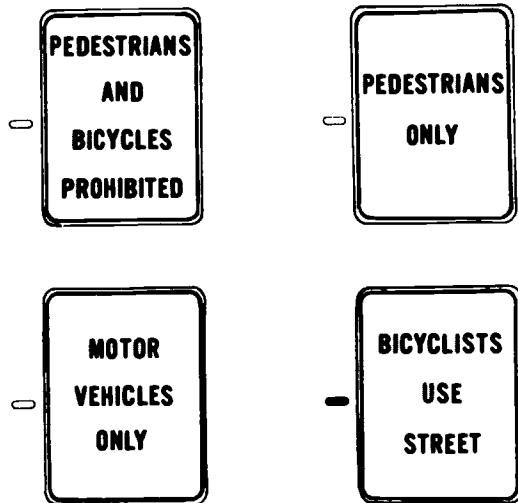
% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
95.3	---	NATIONAL		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		REGION		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91.7	-1.3		Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.1	2.2*		West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95.7	0.7		Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
93.3	-1.7		Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SEX		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98.0	-1.0		Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.0	1.0		Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		COLOR		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
84.5	-10.4*		Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95.7	1.8*		White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		PARENTAL EDUCATION		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91.5	-3.5		No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
92.3	-2.7		Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95.3	0.3		Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.1	2.1*		Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SIZE AND TYPE OF COMMUNITY		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94.7	-0.3		Extreme Inner City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94.7	-0.2		Extreme Rural	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94.1	-0.7		Small City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94.1	1.1		Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91.0	-3.9		Rest of Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.6	1.6		Suburban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95.5	0.5		Extreme Aff Suburb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Exercise R204, Subtheme B

In order to see that the third gum wrapper enclosed a piece of bubble gum that would "stay sweet for a long time," the child would have to understand that the preceding expression and "it never loses its sugary flavor" were synonymous.

Exercise R205, Subtheme B

Which sign shows where you should ride your bicycle?

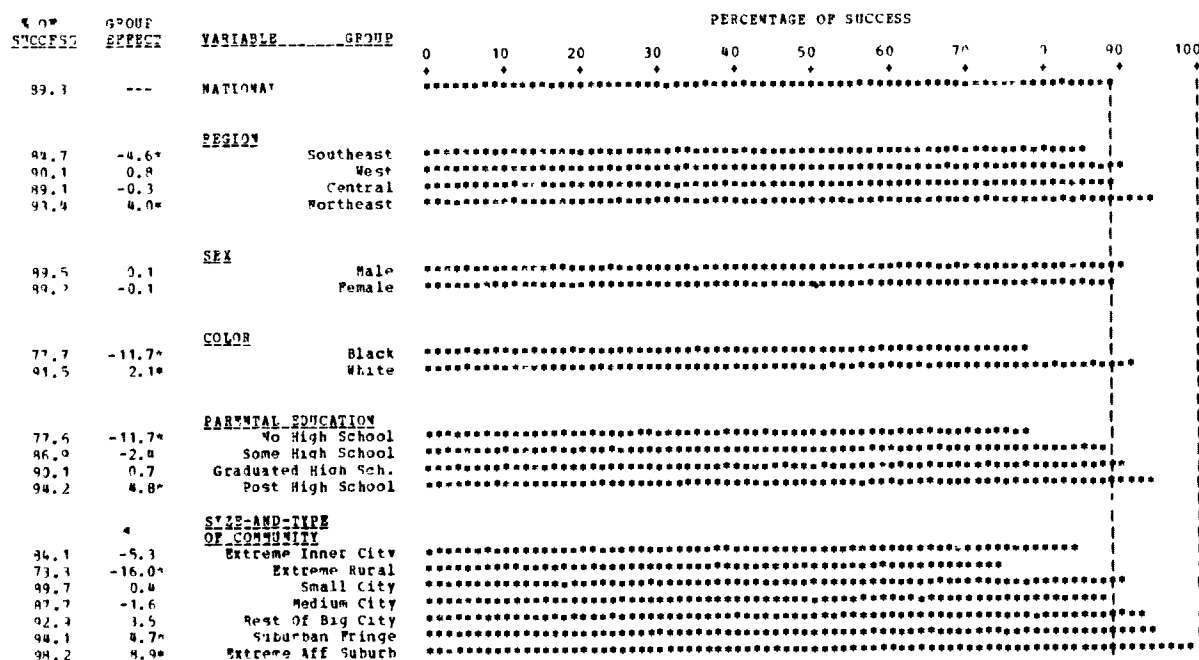


☐ I don't know

"12 01 1/1 04=X205011 P1000100

J 13 17

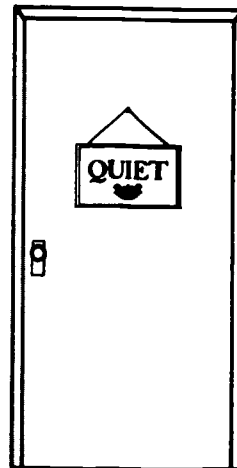
NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise R205, Subtheme B

In order to respond correctly to this exercise, a child would have had to know the meanings of pedestrians, motor vehicles and prohibited, and he would have to know that a bicyclist is one who rides a bicycle.

Exercise R206, Subtheme B



Look at the picture and fill in the oval beside the sentence which tells BEST what the drawing shows.

- ☐ A sign is hanging by the door.
- ☒ A sign is hanging on the door.
- ☐ A sign is hanging over the door.
- ☐ A sign is hanging near the door.
- ☐ I don't know.

T03 15 3/1 02=X206011 R10000V0

9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
97.9	---	NATIONAL		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		REGION		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.2	-0.7		Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98.4	0.5		West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98.3	0.4		Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.6	-0.3		Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SEX		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.0	-0.9*		Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98.9	1.0*		Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		COLOR		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.6	-1.3		Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98.1	0.2		White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		PARENTAL EDUCATION		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94.9	1.0		No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.5	-0.4		Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98.9	1.0*		Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.9	-0.0		Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SIZE AND TYPE OF COMMUNITY		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.5	-0.4		Extreme Inner City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.9	0.0		Extreme Rural	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.5	-0.4		Small City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.5	-0.4		Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
100.0	2.1*		Rest Of Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98.6	0.6		Suburban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.8	-0.1		Extreme Aff Suburb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Exercise R206, Subtheme B

This exercise required two things of the children who took it. First, it required that they be able to determine where the sign was hanging relative to the door, and second, they had to translate their perceptions into the proper preposition, in this case, on.

Exercise R208, Subtheme B

Some road signs tell people who are driving cars what to do.
Other signs tell people who are walking what to do.

If you are walking, which sign tells you what to do? Fill in
the oval beside the correct sign.

<input type="radio"/>	<div style="border: 1px solid black; padding: 5px; width: 100px;"> SPEED LIMIT 20 MILES PER HOUR ON SCHOOL DAYS OR WHEN CHILDREN ARE PRESENT </div>	<input type="radio"/>	<div style="border: 1px solid black; padding: 5px; width: 100px;"> PEDESTRIANS USE CROSSWALK </div>
<input type="radio"/>	<div style="border: 1px solid black; padding: 5px; width: 100px;"> LEFT TURN ALLOWED FROM CENTER LANE ONLY </div>	<input type="radio"/>	<div style="border: 1px solid black; padding: 5px; width: 100px;"> MAIN STREET EXIT ON THROUGHWAY 500 YARDS AHEAD KEEP RIGHT </div>

☐ I don't know

T08 05 3/1 03*X208011 R1000000

9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP DIFFER	VARIABLE-----GROUP	PERCENTAGE OF SUCCESS
			0 10 20 30 40 50 60 70 80 90 100
96.2	---	NATIONAL	.....
		REGION	
95.2	-1.7	Southeast	.....
96.2	-0.7	West	.....
97.7	0.8	Central	.....
99.5	1.6*	Northeast	.....
		SEX	
96.8	-0.5	Male	.....
97.5	0.6	Female	.....
		COLOR	
91.0	-5.9*	Black	.....
97.7	0.8*	White	.....
		PARENTAL EDUCATION	
98.2	-2.9	No High School	.....
97.0	0.0	Some High School	.....
97.9	0.9*	Graduated High Sch.	.....
99.5	1.6*	Post High School	.....
		SIZE AND TYPE OF COMMUNITY	
91.5	-5.3*	Extreme Inner City	.....
95.0	-1.0	Extreme Rural	.....
95.2	-0.7	Small City	.....
96.6	-0.3	Medium City	.....
95.7	-1.2	West Of Big City	.....
99.4	2.5*	Suburban Fringe	.....
99.4	2.5*	Extreme Aff Suburb	.....

Exercise R208, Subtheme B

This exercise required children to be able to determine that only the upper right hand sign pertained to a person who was walking. There were two ways a child could choose the correct sign: he could know the meaning of the word pedestrians (since only one sign referred to walkers), or he could eliminate the other three signs by figuring out that they all pertained to cars.

Exercise R209, Subtheme B

Look at the labels from two cans of dog food. One can has more protein in it than the other. Fill in the oval below the dog food that contains more protein.

Ash	3%
Crude fiber	17%
Crude protein	65%
Crude fat	11%
Moisture	4%
Vitamin E	trace
PREMIUM DOG FOOD	
A Beef Product	

Ash	2%
Crude fiber	45%
Crude protein	20%
Crude fat	30%
Moisture	3%
Vitamin E	trace
HEARTY DOG FOOD	
A Balanced Meal	

☐ I don't know.

T12 05 3/1 01*x209013 400300v0

9 13

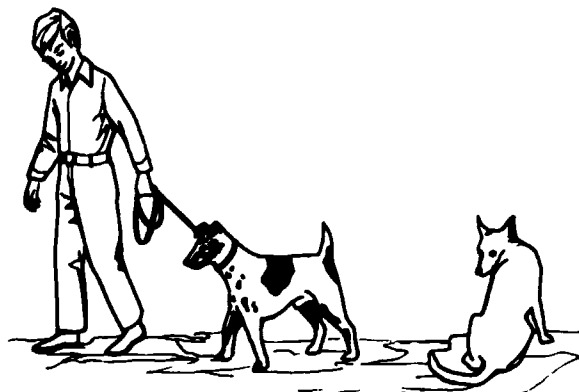
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
90.5	---	NATIONAL		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
72.4	-7.9*	REGION	Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
82.3	1.8		West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
41.8	1.3		Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
84.6	4.2*		Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
80.2	-0.2	SEX	Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
89.7	0.2		Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
66.4	-14.0*	COLOR	Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
82.7	2.3*		White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
63.9	-11.6*	PARENTAL EDUCATION	No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
75.1	-5.2		Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
80.4	0.3		Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
85.0	4.6*		Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
73.4	-7.1	SIZE AND TYPE OF COMMUNITY	Extreme Inner City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
70.1	-10.1*		Extreme Rural	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
79.2	-1.3		Small City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
81.9	1.4		Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
86.7	6.2		West Of Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
81.2	0.7		Suburban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91.4	11.0*		Extreme Aff Suburb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Exercise R209, Subtheme B

In order to respond correctly to this exercise, a child had to know that 65 was greater than 20, and he had to assume that the HEARTY can was not more than $3 \frac{1}{4}$ times larger than the PREMIUM can.

Exercise R210, Subtheme A



Look at the picture and fill in the oval beside the sentence which tells BEST what the drawing shows.

- ☐ The boy has two dogs on a leash.
- ☐ The boy is walking behind his dog.
- ☒ The dog on the leash has spots on it.
- ☐ The dog sitting down has spots on it.
- ☐ I don't know.

T06 06 2/1 03*K210011 R10000V0

9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
94.5	---	NATIONAL		.....									
		REGION												
92.4	-1.7		Southeast	.....									
95.2	0.6		West	.....									
95.4	1.3		Central	.....									
94.2	-0.2		Northeast	.....									
		SEX												
93.3	-1.2*		Male	.....									
95.8	1.3*		Female	.....									
		COLOR												
86.6	-7.9*		Black	.....									
96.1	1.5*		White	.....									
		PARENTAL EDUCATION												
91.4	-3.2		No High School	.....									
94.6	0.1		Some High School	.....									
95.0	0.4		Graduated High Sch.	.....									
96.7	2.2*		Post High School	.....									
		SIZE-AND-TYPE OF COMMUNITY												
85.9	-8.7*		Extreme Inner City	.....									
92.3	-2.2		Extreme Rural	.....									
95.1	0.6		Small City	.....									
84.5	0.9		Medium City	.....									
92.2	-2.3		Rest Of Big City	.....									
94.1	0.7		Suburban Fringe	.....									
97.0	2.4*		Extreme Aff Suburb	.....									

Exercise R210, Subtheme A

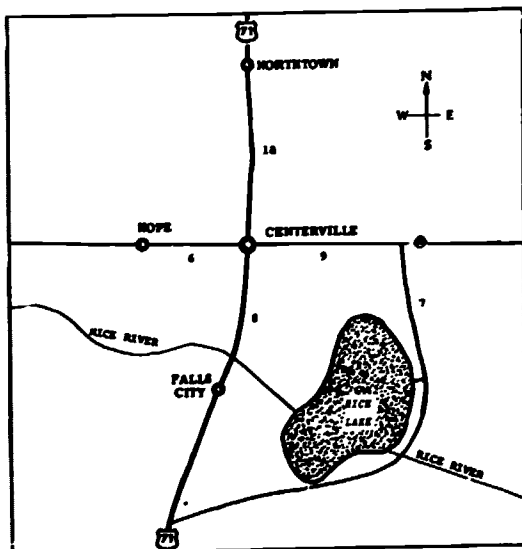
This exercise required 13-year-olds to evaluate four different descriptions of a picture and decide which description was most accurate. The instructions to the child imply that there is no correct response, but only a best one. This may mean that even though half of the sitting dog is hidden, and the hidden part may be laden with spots, the third alternative is preferred because it is more readily verifiable.

Exercise R214, Subtheme C

Look at the road map and read each sentence carefully. If what the sentence says is true, fill in the oval beside "True." If what the sentence says is not true, fill in the oval beside "False." If you can't decide if the sentence is true or false, fill in the oval beside "I don't know."

A. By car Northtown is closer to Rice Lake than to Hope.

- ☐ True
☒ False
☐ I don't know.



R10 03 3/1 02-K214013 400300V3

9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
85.1	---	NATIONAL		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
79.1	-6.9*	REGION	Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.1	2.0		West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87.4	2.3		Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87.4	2.4		Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
83.6	-1.4	SEX	Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
86.4	1.4		Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
75.5	-9.5*	RACE	Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87.2	2.1*		White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
75.5	-9.6*	PARENTIAL EDUCATION	No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
81.5	-1.6		Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.2	1.1		Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
88.6	3.5*		Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
41.5	-3.5	SIZE AND TYPE OF COMMUNITY	Extreme Inner City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
75.9	-8.3		Extreme Rural	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
85.7	0.6		Small City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
88.4	-0.7		Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
86.0	0.9		Rest of Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
89.5	3.4*		Suburban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
90.1	5.0*		Extreme Aff Suburb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

B. You can drive all the way from Northtown to Falls City on Highway 71.

☒ True

☐ False

☐ I don't know.

219 13 8/1 01*E210023 29030000

9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

STEP SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
95.2	---	NATIONAL		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
92.6	-2.6	REGION		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94.5	1.3		Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94.8	0.6		West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95.9	0.6		Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
			Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95.1	0.1	SEX		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95.1	-0.1		Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
			Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
86.3	-8.7*	RACE		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87.1	1.9*		Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
			White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87.7	-7.4*	PARENTAL EDUCATION		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95.0	0.8		No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95.5	0.3		Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.1	2.1*		Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
			Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
89.1	-5.8*	SIZE-AND-TYPE OF COMMUNITY		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91.8	-3.8		Extreme Inner City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94.1	0.9		Extreme Rural	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.2	0.9		Small City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95.6	0.4		Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95.9	0.8		West of Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95.7	1.6*		Suburban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
			Extreme Aff Suburb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

C. Hope is the town closest to Centerville.

☒ True

☐ False

☐ I don't know.

T10 03 5/1 01x21a033 H00300V0

9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
95.4	---	NATIONAL		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
93.0	-2.2	REGION	Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95.9	0.3		West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.8	0.8		Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.5	1.0		Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98.3	-1.8*	SEX	Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95.9	1.3*		Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
88.0	-7.6*	COLOR	Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.2	1.5*		White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
90.1	-5.5*	PARENTAL EDUCATION	No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94.9	-0.7		Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.5	0.9		Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.8	1.7*		Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
92.0	-3.6	SIZE-AND-TYPE OF COMMUNITY	Extreme Inner City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
92.6	-3.0*		Extreme Rural	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.8	0.7		Small City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
93.8	-1.8		Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
99.1	3.8*		West Of Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.7	1.1		Suburban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
100.0	8.4*		Extreme Aff Suburb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

D. Centerville is farther west than Hope.

☐ True

☒ False

☐ I don't know.

T10 73 6/1 02*1214083 800300V0

9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP DIFFER	VARIABLE-----GROUP	PERCENTAGE OF SUCCESS										
			0	10	20	30	40	50	60	70	80	90	100
93.8	---	NATIONAL	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		REGION											
79.6	-8.2	Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
84.5	0.8	West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
88.7	0.9	Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.1	2.3	Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SEX											
83.9	0.0	Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
83.7	-0.0	Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		COLOR											
69.0	-18.7*	Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
86.8	3.0*	White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		PARENTAL EDUCATION											
71.1	-12.6*	No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
77.9	-6.8*	Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
88.8	0.6	Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
90.9	7.0*	Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SIZE AND TYPE OF COMMUNITY											
80.1	-3.6	Extreme Inner City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
76.0	-7.7	Extreme Rural	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
83.4	-0.3	Small City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
88.7	0.9	Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
81.7	-2.1	Rest Of Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87.5	3.7	Suburban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
88.6	8.8	Extreme Aff Suburb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

E. Highway 20 runs on the south side of Rice River.

☐ True

☒ False

☐ I don't know.

10 03 7/1 02K214053 R03300Y0

9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

PERCENT SUCCESS	GROUP EFFECT	VARIABLE-----GROUP	PERCENTAGE OF SUCCESS										
			0	10	20	30	40	50	60	70	80	90	100
71.0	---	NATIONAL	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
67.6	-8.8*	REGION	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
71.0	2.0	Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
74.3	3.9*	West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
73.0	2.0	Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
71.8	0.8	SEX	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
70.2	-0.8	Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
51.3	-19.7*	COLOR	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
75.0	4.0*	Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
54.9	-16.1*	PARENTIAL EDUCATION	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
59.2	-11.8*	No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
72.8	1.8	Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
79.5	8.5*	Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
56.4	-14.6*	SIZE-AND-TYPE	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
64.9	-6.1	OF COMMUNITY	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
71.9	2.8*	Extreme Inner City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
68.6	-2.4	Extreme Rural	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
76.7	5.7	Small City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
76.6	5.6*	Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
76.2	5.2*	Rest of Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		Suburban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		Extreme Aff Suburb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Exercise R214, Subtheme C

The five parts of this question all asked children to answer questions using the map provided. The map reading skills involved included: translating distances on a map into distances between places, determining whether particular routes existed, reading relative distances and determining relative positions.

Exercise R219, Subtheme C

Read the passage and look at the chart, then complete the sentence below it.

This chart shows the number of fatal accidents (broken line) and the number of vehicle miles (solid line) in California, arranged according to the hour of the day.

*material deleted due to
copyright restrictions*

Most fatal accidents occurred between

- ☐ 1 a.m. and 2 a.m.
☒ 2 a.m. and 3 a.m.
☐ 4 a.m. and 5 a.m.
☐ 6 a.m. and 7 a.m.
☐ 7 a.m. and 8 a.m.
☐ I don't know.

*Youth at the Wheel, Harold T. Glenn, reprinted by permission of Chas. A. Bennett Co., Inc.

T03 11 3/1 02*Y219013 R03300V0

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP DIFFER	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
53.5	---	NATIONAL		*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
		REGION												
42.5	-10.9*		Southeast	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
56.0	2.5		West	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
57.6	4.1		Central	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
56.6	3.1		Northeast	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
		SEX												
53.9	0.5		Male	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
53.0	-0.5		Female	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
		COLOR												
75.3	-25.2*		Black	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
58.4	5.0*		White	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
		PARENTAL EDUCATION												
37.5	-16.0*		No High School	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
44.0	-9.4*		Some High School	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
53.0	-0.4		Graduated High Sch.	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
64.3	10.9*		Post High School	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
		SIZE-AND-TYPE OF COMMUNITY												
34.5	-15.0*		Extreme Inner City	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
46.1	-7.2		Extreme Rural	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
53.5	0.1		Small City	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
55.4	1.9		Medium City	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
49.7	-3.7		West Of Big City	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
56.8	3.3		Suburban Fringe	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
63.1	9.6*		Extreme Aff Suburb	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****

Exercise R219, Subtheme C

Respondents were asked to find the modal group in this exercise.

Exercise R220, Subtheme C

Read the passage and look at the chart, then answer the question which follows it.

This chart shows the number of fatal accidents (broken line) and the number of vehicle miles (solid line) in California, arranged according to the hour of the day.*

*material deleted due to
copyright restrictions*

All but one of the following factual conclusions can be reached from the data presented. Which statement goes beyond the data given in the chart?

- ☐ Fewer fatal accidents occur during the day than at night.
- ☐ Driving at a time when most people would be sleepy is dangerous.
- ☒ Eating a good lunch tends to keep drivers alert to driving hazards.
- ☐ Traffic becomes heavier at the end of the working day than at the beginning.
- ☐ Just because there are few vehicles on the road is no reason to relax one's safety precautions.
- ☐ I don't know.

*Youth at the Wheel, Harold T. Glenn, reprinted by permission of Chas. A. Bennett Co., Inc.

*04 08 3/1 03*X220013 R00300V0

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
16.7	---	NATIONAL		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
16.3	-0.4	REGION	Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
17.0	0.3		West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
17.7	0.4		Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
16.3	-0.3		Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
17.2	0.6	SEX	Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
16.1	-0.5		Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9.1	-7.4*	COLOR	Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
17.8	1.1*		White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
14.2	-2.5	PARENTAL EDUCATION	No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13.8	-2.9		Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13.1	-3.5*		Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
22.5	5.8*		Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8.9	-7.8*	SIZE-AND-TYPE OF COMMUNITY	Extreme Inner City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
16.5	-0.1		Extreme Rural	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
16.0	-0.6		Small City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
15.6	-1.0		Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
21.1	4.5*		Rest Of Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
18.0	1.4		Suburban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
21.2	4.6		Extreme Aff Suburb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Exercise R220, Subtheme C

The respondents were asked to determine which alternative was unrelated to the chart.

Look at the following report card. What period of time do these grades cover?

- ☒ The first reporting period
- ☐ The second reporting period
- ☐ The entire semester
- ☐ The entire year
- ☐ I don't know.

JONES, RICHARD STUDENT NAME		1000078421 STUDENT NUMBER		10 GRADE 0008 HOME		REPORT CARD			
WILLARD HIGH CHANDLER, ARIZONA		PLANNED Learning Objectives		11/15/40		TO INTERPRET MARKS SEE BELOW			
GRADE	COURSE TITLE	11/15/40				11/15/40			
		11/15/40	11/15/40	11/15/40	11/15/40	11/15/40	11/15/40	11/15/40	11/15/40
01	SPAN 5B/60	A	2					01560	INCER
02	LIFE SCI	B						01400	MARC OT
03	1ST ENG 1 A	B+						00550	D. SMITH
04	80FS PE 10	C						PT030	CARR
05	TEACH EVENTS	C						01150	RADI NORT
06	4A 1B 7B	C						02750	ARMST

JONES, RICHARD STUDENT NAME		1000078421 STUDENT NUMBER		GPA THIS PERIOD 7.00 GPA THIS SEMESTER		JONES, RICHARD 722 HEWLEY ST SANTA ROSA CA 95404	
---------------------------------------	--	------------------------------	--	---	--	---	--

LEGEND

ENDOLASTIC MARKS	CITIZENSHIP COMMENTS CODE
<ul style="list-style-type: none"> A SATISFACTORY B GOOD C SATISFACTORY D MINIMUM ACHIEVEMENT F FAILURE I INCOMPLETE MS NO MARK CR CREDIT WF WITHDRAWN PENDING WD WITHDRAWN FAILURE P PENDING 	<ul style="list-style-type: none"> 0 STUDENT OWES ENLIGHTENED WORK 1 STUDENT IS PROGRESSING SATISFACTORILY 2 STUDENT IS IMPROVING IN THIS COURSE 3 STUDENT ACHIEVING HIGHER ATTAINMENT ABILITY 4 STUDENT'S MATERIALS NOT BROUGHT TO CLASS 5 ASSIGNMENTS ARE NOT COMPLETED REGULARLY 6 POOR ATTENDANCE IS AFFECTING SCHOOL WORK 7 STUDY HABITS NEED IMPROVING 8 BEHAVIOR NEEDS IMPROVING 9 PLEASE CONTACT TEACHER THROUGH COUNSELOR

13 17

[illegible]

Exercise R226, Subtheme D

This exercise required the respondent to locate the phrase containing the words "period" and "time" and note the numbers associated with them.

Exercise R227, Subtheme D

Look at the following report card. This student is improving his work in which subject area?

- ☐ English
☒ Foreign language
☐ Mathematics
☐ Science
☐ I don't know.

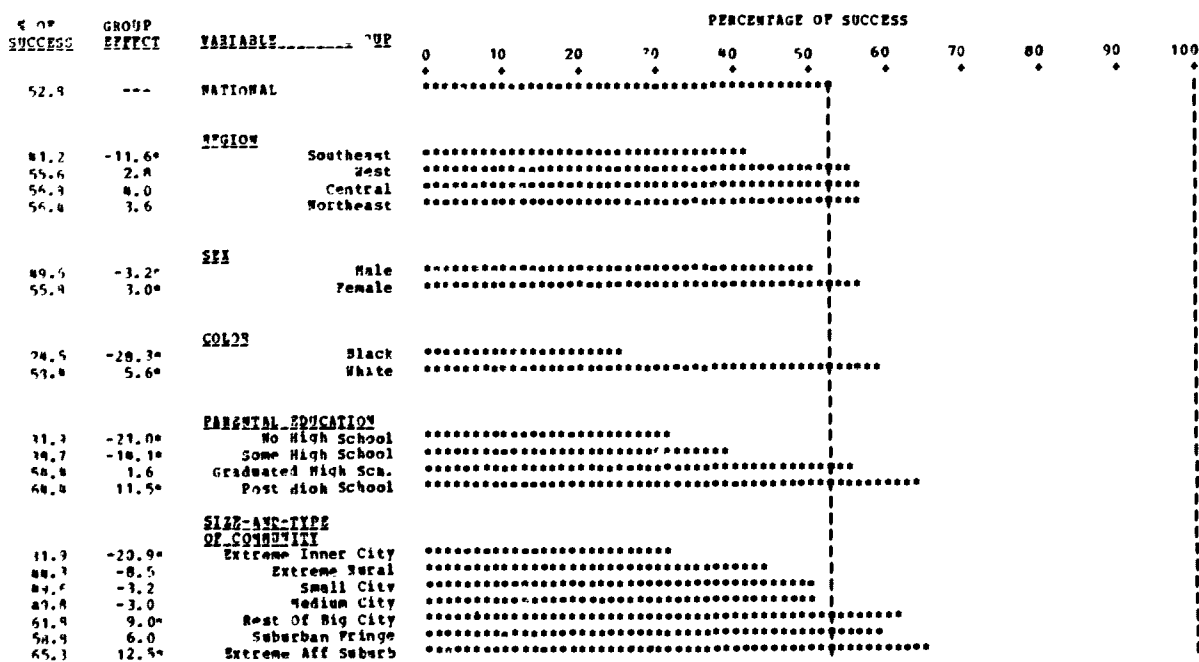
JONES, RICHARD		1009078423		10		0915	
STUDENT NAME		STUDENT NUMBER		GRADE		HOME ROOM	
REPORT CARD							
WILLARD HIGH SCHOOL				PERIOD ENDING 11/15/68			
NAME	GRADE	1	2	3	4	5	6
01 SPAN 8/AB	A						
02 LIT SCI	B						
03 INT ENG 14	B+						
04 337-RE 10	C						
05 SEICU EVENTS	C						
06 ALC 18 28	C						
				TO INTERPRET MARKS SEE BELOW			
				01500 ZUCKER 01480 HANCOCK 00350 B SMITH 01030 CARR 01150 BASTINWITZ 01250 ROBERTS			

JONES, RICHARD		1009078423		GPA THIS PERIOD 2.80		JONES, RICHARD	
STUDENT NAME		STUDENT NUMBER		GPA THIS SEMESTER		127 HENLEY ST	
						SANTA ANA CA 92704	
LEGEND							
SCHOLASTIC MARKS				CITIZENSHIP COMMENTS CODE			
A OUTSTANDING B GOOD C SATISFACTORY D MINOR ACHIEVEMENT F FAILING I INCOMPLETE NS NO MARK CR CREDIT DP WITHDRAW PASSING WF WITHDRAW FAILING P PENDING				0 STUDENT DOING EXCELLENT WORK 1 STUDENT IS PROGRESSING SATISFACTORILY 2 STUDENT IS IMPROVING IN THIS COURSE 3 STUDENT ACHIEVING BELOW APPROPRIATE ABILITY 4 BOOKS OR MATERIALS NOT BROUGHT TO CLASS 5 ASSIGNMENTS ARE NOT COMPLETED REGULARLY 6 POOR ATTENDANCE IS AFFECTING SCHOOL WORK 7 STUDY HABITS NEED IMPROVING 8 BEHAVIOR NEEDS IMPROVING 9 PLEASE CONTACT TEACHER HIGH COUNSELOR			

07 39 1/1 04*7227013 400300V0

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise R227, Subtheme D

This exercise required the respondent to look up a code in the legend provided at the bottom of the report card.

Exercise R228. Subtheme D

Look at the following report card. In which class does this student appear to have a problem?

- ☒ Algebra
- ☐ English
- ☐ Physical Education
- ☐ Science
- ☐ I don't know.

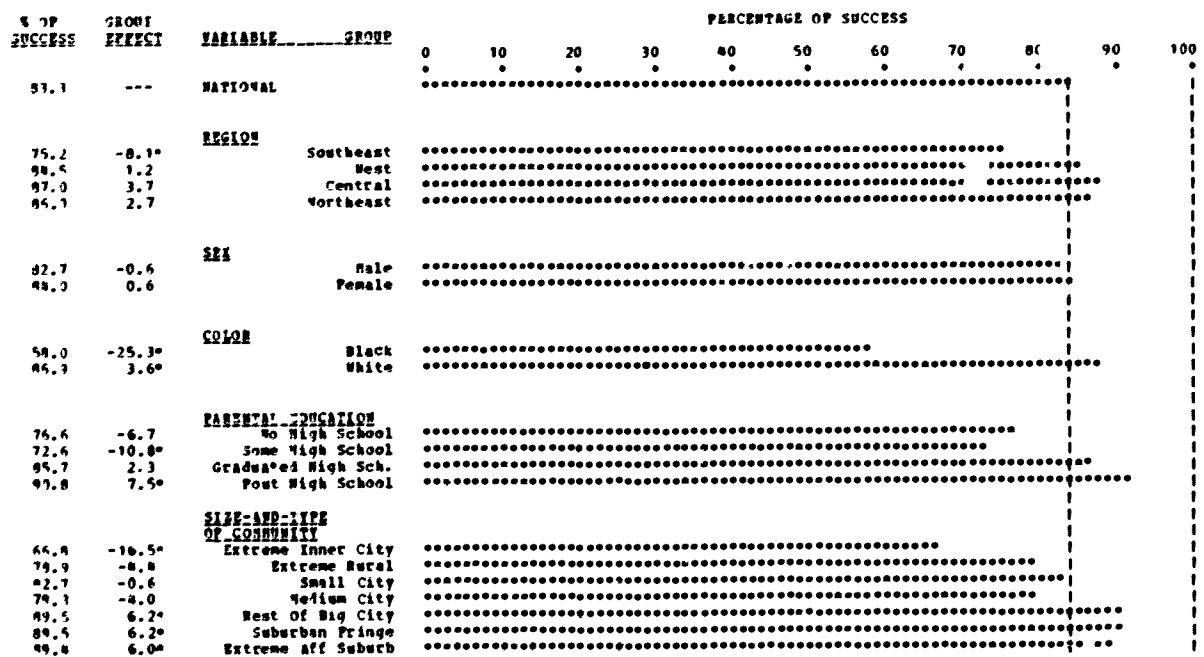
JONES, RICHARD		109028427		10		2015	
STUDENT NAME		STUDENT NUMBER		GRADE		HOME ROOM	
REPORT CARD							
WILLARD HIGH		PERIOD DURING		11/15/15		TO INTERPRET MARKS SEE BELOW	
71	SPAN 05/10	A	2			61500	ZUCHEA
72	INT ACC	B				61600	MARCOFF
73	INT ENG 1 & 4	B+				62500	B SWITH
74	SPYS PE 10	C				67000	CAP
75	SECUR EVENTS	C				61500	RABINZVITZ
76	ALG SB 78	C				61750	ABARS

JONES, RICHARD		109028427		GPA THIS PERIOD 2.00		JONES, RICHARD	
STUDENT NAME		STUDENT NUMBER		GPA THIS PERIOD		122 HEWLEY ST	
						SANTA ROSA CA 95404	
LEGEND							
SCHOLASTIC MARKS				CITIZENSHIP COMMENTS CODE			
A OUTSTANDING B GOOD C SATISFACTORY D MINOR ACHIEVEMENT F FAILING I INCOMPLETE NS NO MARK CR CREDIT DP OUTSTANDING PASSING DF OUTSTANDING FAILING F PASSING				0 STUDENT DOING EXCELLENT WORK 1 STUDENT IS PROGRESSING SATISFACTORILY 2 STUDENT IS IMPROVING IN THIS COURSE 3 STUDENT ACHIEVING BELOW AVERAGE ABILITY 4 STUDENT DOING BELOW AVERAGE WORK 5 ACHIEVEMENTS ARE NOT COMPLETING REGULARLY 6 STUDENT ATTENDANCE IS AFFECTING SCHOOL WORK 7 STUDY HABITS NEED IMPROVING 8 BEHAVIOR NEEDS IMPROVING 9 PLEASE CONTACT TEACHER THROUGH COUNSELOR			

*08 11 3/1 01=X228013 R3J300V0

13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise R228, Subtheme D

A respondent answered this question acceptably if he understood that "assignments not completed regularly" is a problem.

Exercise P230, Subthere D

Look at the chart and answer the question which follows it. You have planned to do the following things this week:

Monday	9:00 a.m. - 4:30 p.m.	School
Monday	5:00 p.m. - 6:15 p.m.	Cheerleader practice
Tuesday		Vacation from school
Wednesday	9:00 a.m. - 4:30 p.m.	School
Wednesday	7:00 p.m.	Bowling
Thursday	9:00 a.m. - 4:30 p.m.	School
Thursday	10:00 p.m.	Slumber party
Friday	9:00 a.m. - 11:30 a.m.	School, 1/2 day
Saturday	4:30 p.m. - 7:00 p.m.	Birthday party

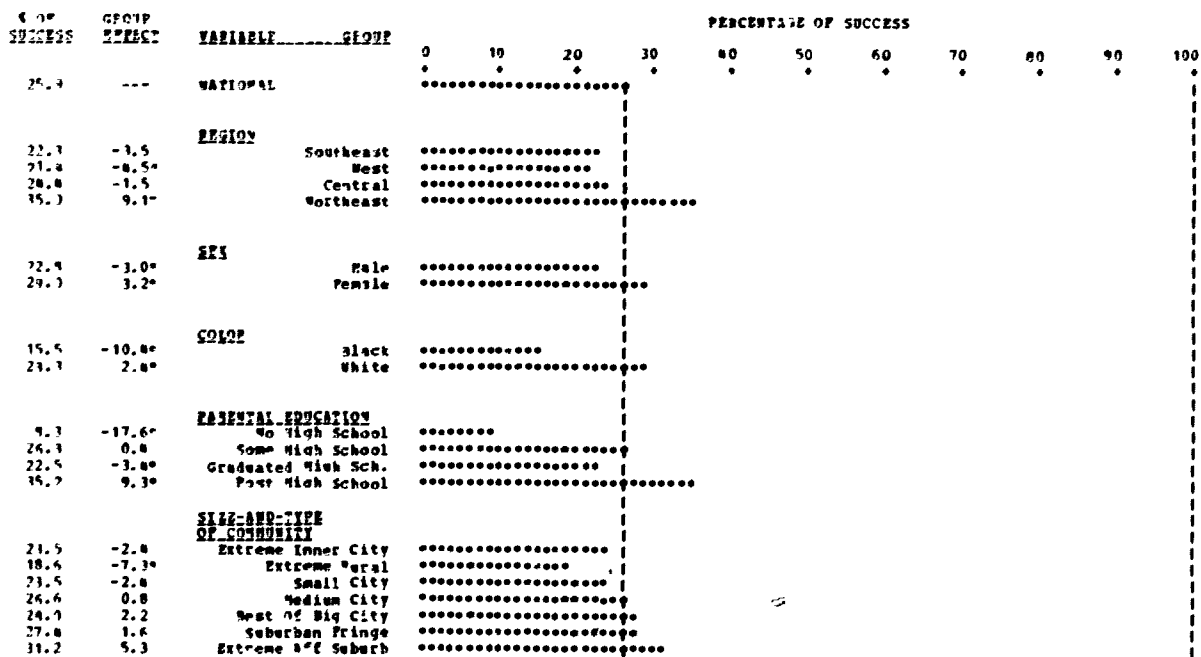
Which one of the following additional things could you go to on time if you wanted to?

- ☐ Monday 6:00 p.m. - 8:00 p.m. Concert at the Adan's Theater
- ☐ Wednesday 1:30 p.m. - 3:00 p.m. Little Theater Meeting
- ☐ Thursday 10:00 a.m. - 11:00 a.m. Free popcorn at Hanson's store
- ☒ Friday 7:30 p.m. - 11:00 p.m. Spring Formal
- ☐ Saturday 5:00 p.m. - 7:30 p.m. Movie, Tarzan
- ☐ I don't know.

779 38 1/1 0007230011 00330000

13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise R230, Subtheme D

The respondent needed to check each alternative against the schedule in order to locate the acceptable answer.

Exercise R231, Subtheme D

Look at the following report card. According to the report card, in what subject area did the student do BEST?

- ☐ English
- ☒ Foreign language
- ☐ Mathematics
- ☐ Science
- ☐ I don't know.

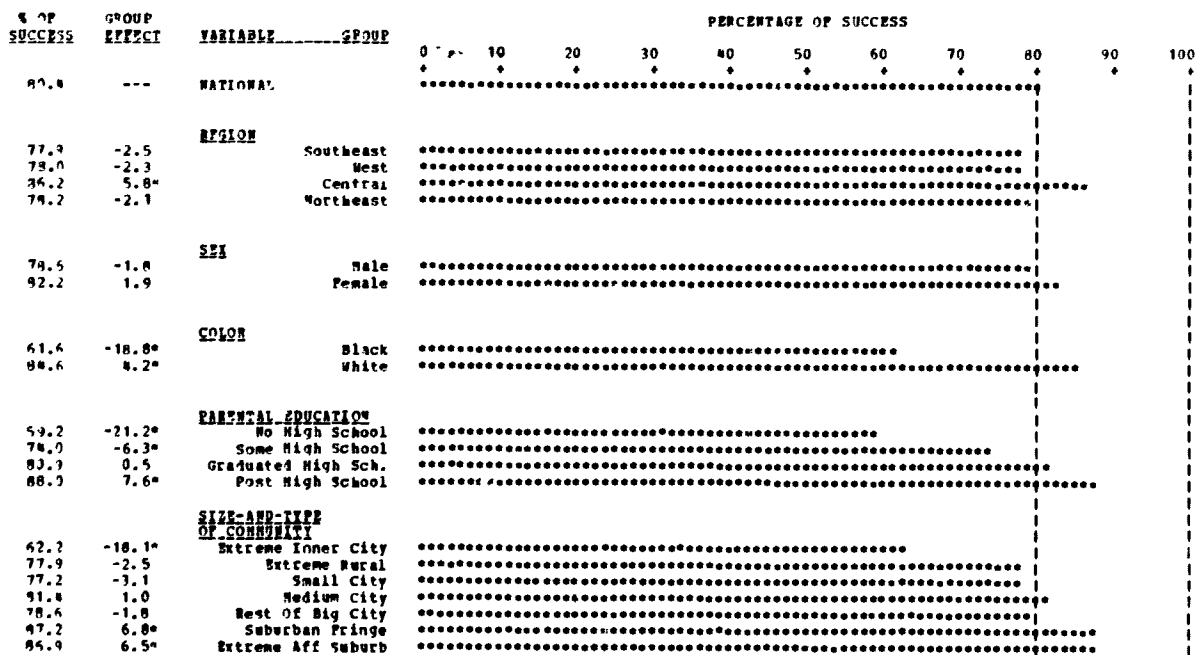
JONES, RICHARD		1009078473		10		0015	
STUDENT NAME		STUDENT NUMBER		GRADE		HOME ROOM	
REPORT CARD							
WILLARD HIGH SCHOOL NAME		PERIOD ENDING 11/15/68		TO INTERPRET MARKS SEE BELOW			
GRADE	COURSE	1	2	3	4	5	TEACHER
01	SPAN 58/68	A					61500 ZUCKER
02	LIFE SCI	B	2				61000 MARCATT
03	INT ENG 1 & 2	B-1					60150 B. SMITH
04	BIOL PE 10	C					67030 CARR
05	SE/CLW EVENTS	C					51150 ROBINOWITZ
06	ALG 1B 78	C	5				61250 HENNES

JONES, RICHARD		1009078473		CPS THIS PERIOD 2 80		JONES, RICHARD	
STUDENT NAME		STUDENT NUMBER		CPS THIS SEMESTER		P. HENLEY ST	
						SANTA ANA CA 92706	
LEGEND							
SCHOLASTIC MARKS				CITIZENSHIP COMMENTS CODE			
A - OUTSTANDING B - GOOD C - SATISFACTORY D - MINIMUM ACHIEVEMENT F - FAILING I - INCOMPLETE NS - NO MARK CR - CREDIT WF - WITHDRAW FAILING W - WITHDRAW P - PENDING				0 - STUDENT DOING EXCELLENT WORK 1 - STUDENT IS PROGRESSING SATISFACTORILY 2 - STUDENT IS IMPROVING IN THIS COURSE 3 - STUDENT ACHIEVING BELOW APPARENT ABILITY 4 - BOOKS OR MATERIALS NOT BROUGHT TO CLASS 5 - ASSIGNMENTS ARE NOT COMPLETED REGULARLY 6 - POOR ATTENDANCE IS AFFECTING SCHOOL WORK 7 - STUDY HABITS NEED IMPROVING 8 - BEHAVIOR NEEDS IMPROVING 9 - PLEASE CONTACT TEACHER THROUGH COUNSELLOR			

709 10 3/1 02*4231613 #09300V9

13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise R231, Subtheme D

To respond acceptably, a respondent would have to know that an "A" is the best possible grade and "Spanish" is a foreign language.

Exercise R23f, Subtheme D

Below is an excerpt from an automobile insurance policy. Look at it carefully and then answer the questions which follow it.

The insurance afforded is given with respect to each of the following coverages as are indicated by specific premium charge or charges. The limit of the company's liability against each such coverage shall be as stated herein, subject to all the terms of the policy having reference thereto.

A. BODILY INJURY LIABILITY		B. PROPERTY DAMAGE LIABILITY		C. MEDICAL PAYMENTS		D. UNEMPLOYMENT BENEFITS		E. COLLISION		F. UNINSURED MOTORISTS		G. OVERSEAS	
THOUSAND EACH PERSON	THOUSAND EACH OCCURRENCE	THOUSAND EACH OCCURRENCE	THOUSAND EACH OCCURRENCE	THOUSAND EACH PERSON	THOUSAND EACH PERSON	THOUSAND EACH PERSON	THOUSAND EACH PERSON	THOUSAND EACH PERSON	THOUSAND EACH PERSON	THOUSAND EACH PERSON	THOUSAND EACH PERSON	THOUSAND EACH PERSON	THOUSAND EACH PERSON
\$25	\$50	\$10	\$1,000					\$100 DEDUCTIBLE	\$10	\$20			

\$37.80	\$25.00	\$9.00	\$20.50	\$45.10	\$6.00	\$163.40							
---------	---------	--------	---------	---------	--------	----------	--	--	--	--	--	--	--

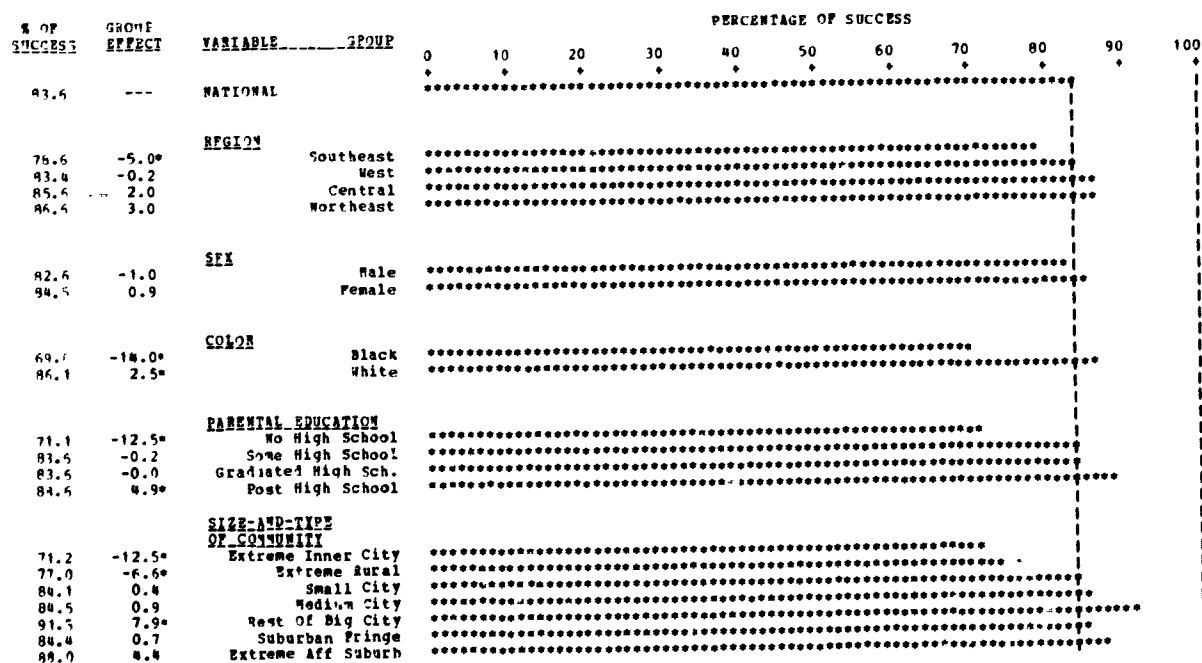
A. What is the maximum amount for which this policy covers medical bills?

- ☒ \$ 1,000
☐ \$ 5,000
☐ \$10,000
☐ \$25,000
☐ I don't know.

713 10 3/1 01-4236010 U10300V0

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



B. What is the maximum amount this policy would pay in case you injured another person in an automobile accident?

- ☐ \$ 25
- ☐ \$ 1,000
- ☐ \$ 5,000
- ☒ \$25,000
- ☐ I don't know.

T11 10 4/1 04*X236020 U10300V0

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE-----GROUP	PERCENTAGE OF SUCCESS											
			0	10	20	30	40	50	60	70	80	90	100	
8.1	---	NATIONAL	*****	+	+	+	+	+	+	+	+	+	+	
		REGION	*****	+	+	+	+	+	+	+	+	+	+	
9.6	1.5	Southeast	*****	+	+	+	+	+	+	+	+	+	+	
7.9	-0.3	West	*****	+	+	+	+	+	+	+	+	+	+	
7.9	-0.3	Central	*****	+	+	+	+	+	+	+	+	+	+	
7.3	-0.8	Northeast	*****	+	+	+	+	+	+	+	+	+	+	
		SEX	*****	+	+	+	+	+	+	+	+	+	+	
8.4	0.3	Male	*****	+	+	+	+	+	+	+	+	+	+	
7.9	-0.3	Female	*****	+	+	+	+	+	+	+	+	+	+	
		COLOR	*****	+	+	+	+	+	+	+	+	+	+	
13.1	4.9*	Black	*****	+	+	+	+	+	+	+	+	+	+	
7.1	-0.8*	White	*****	+	+	+	+	+	+	+	+	+	+	
		PARENTAL EDUCATION	*****	+	+	+	+	+	+	+	+	+	+	
9.6	1.5	No High School	*****	+	+	+	+	+	+	+	+	+	+	
7.2	-0.9	Some High School	*****	+	+	+	+	+	+	+	+	+	+	
7.8	-0.3	Graduated High Sch.	*****	+	+	+	+	+	+	+	+	+	+	
9.1	0.0	Post High School	*****	+	+	+	+	+	+	+	+	+	+	
		SIZE-AND-TYPE OF COMMUNITY	*****	+	+	+	+	+	+	+	+	+	+	
13.1	5.0*	Extreme Inner City	*****	+	+	+	+	+	+	+	+	+	+	
6.3	-1.8	Extreme Rural	*****	+	+	+	+	+	+	+	+	+	+	
7.2	-0.9	Small City	*****	+	+	+	+	+	+	+	+	+	+	
10.8	2.7*	Medium City	*****	+	+	+	+	+	+	+	+	+	+	
11.3	3.2	Rest Of Big City	*****	+	+	+	+	+	+	+	+	+	+	
5.9	-2.2	Suburban Fringe	*****	+	+	+	+	+	+	+	+	+	+	
7.6	-0.5	Extreme Aff Suburb	*****	+	+	+	+	+	+	+	+	+	+	

Exercise R236, Subtheme D

The acceptable response could be located by locating the only column in the table containing the word "medical" or by knowing that medical payments cover medical bills.

CHAPTER 5

RESULTS FOR 17-YEAR-OLDS

The 17-year-olds who participated in the Reading assessment fell into two groups: in-school (those who were enrolled in a public or private school) and out-of-school (teenagers who had either dropped out of school or completed high school early). In-school 17-year-olds were all born between October 1, 1953, and September 30, 1954. About three fourths of them were in the eleventh grade at the time of the assessment, with the remaining teenagers being split between the tenth and twelfth grades. Out-of-school 17-year-olds were divided into two groups. One group was made up of teenagers who were not enrolled in school in January, 1971, and were born between October 1, 1953, and September 30, 1954; the second group was composed of people not enrolled in March, 1970, and born between October 1, 1952, and September 30, 1953. The latter group was included in order to increase the representation of out-of-school teenagers in the sample. The belief, in adding them to the sample, was that one year's difference in age would be unimportant--that the way they responded would still be due to the fact that they were out of school.

Type of community information was not collected from the out-of-school 17-year-olds. This meant that the size and type of community information reported in this chapter bears only on the in-school teenagers.

Almost 86% of the 17-year-olds responded acceptably to Theme 2 exercises, though the levels of success varied with the particular subthemes the exercises appeared in. The median percentages of success are shown in Exhibit 5-1.

Performances for the regions were as follows: teenagers from both the Northeast and West had levels of success close to the value for the nation as a whole. Seventeen-year-olds from the West performed less well than usual on four exercises from Subtheme D (U221, part 3; U225, part 1 and 3; and U237, part 1) and one from Subtheme B (U217, part 4), while those from the Northeast performed unusually poorly on only one (U218, part 2, Subtheme D), and unusually well on three from Subtheme C (U216, part 1; R220; and R238). Teenagers from the Central region showed a positive characteristic though they performed unusually

EXHIBIT 5-1. Performance on the Subthemes

Subtheme	Median Percentage of Success	Number of Effects
A. Interpreting drawings and pictures	83.2%	1
B. Reading signs and labels	86.3	8
C. Reading charts, maps and graphs	85.5	12
D. Reading forms	87.6	19
TOTAL	85.8%	40

poorly on three Subtheme C exercises (R214, part 1; U216, part 2; and U238) and unusually well on two from Subtheme D (U221 and U225). Finally, Southeast 17-year-olds showed a negative characteristic. They also performed unusually well on four Subtheme B exercises (U217, parts 2 and 4, and U232, parts 1 and 2) and unusually poorly on five others (Subtheme C: U217, part 1; R219; R220; U224; and R227).

Teenage boys showed a negative tendency in their rates of acceptable responses while teenage girls showed a positive one. The exceptional exercises for both groups are displayed in Exhibit 5-3.

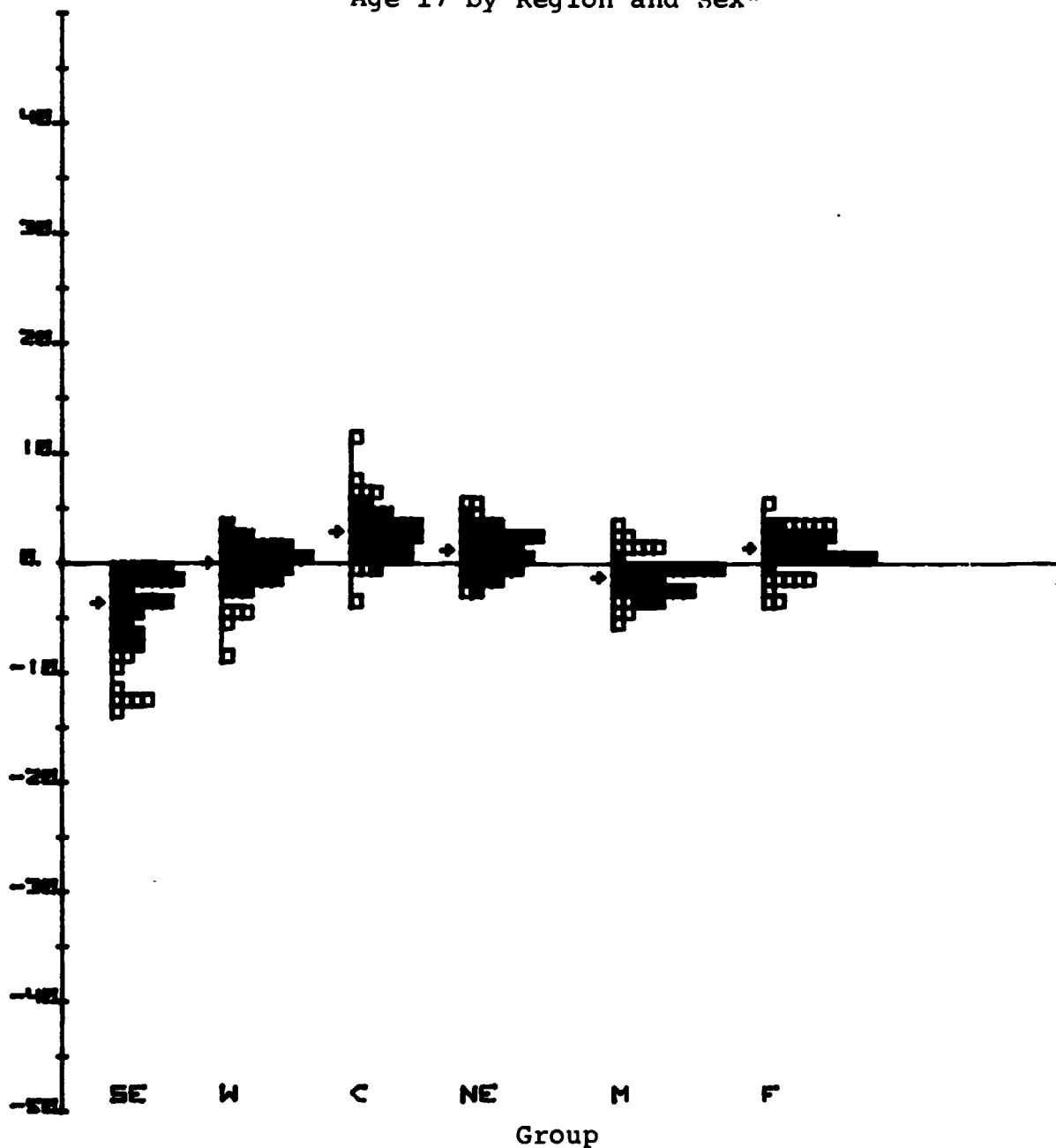
Black effects were characteristically negative while those for Whites were characteristically positive. Exceptional exercises for these two groups are shown in Exhibit 5-4.

As in the case of 9- and 13-year-olds, percentages of success increased with increases in parental education levels. Seventeen-year-olds whose parents had no or only some high school both showed negative characteristics while those whose parents graduated from high school had percentages of success that were approximately equal to those for the nation as a whole. Teenagers of parents who had post high school educations had a positive characteristic. Exceptional exercises for these groups of teenagers are shown in Exhibit 5-5.

Three size and type of community groups had levels of success approximately equal to the value for the nation as a whole: extreme rural, medium cities and the rest of big city. Extreme

EXHIBIT 5-2

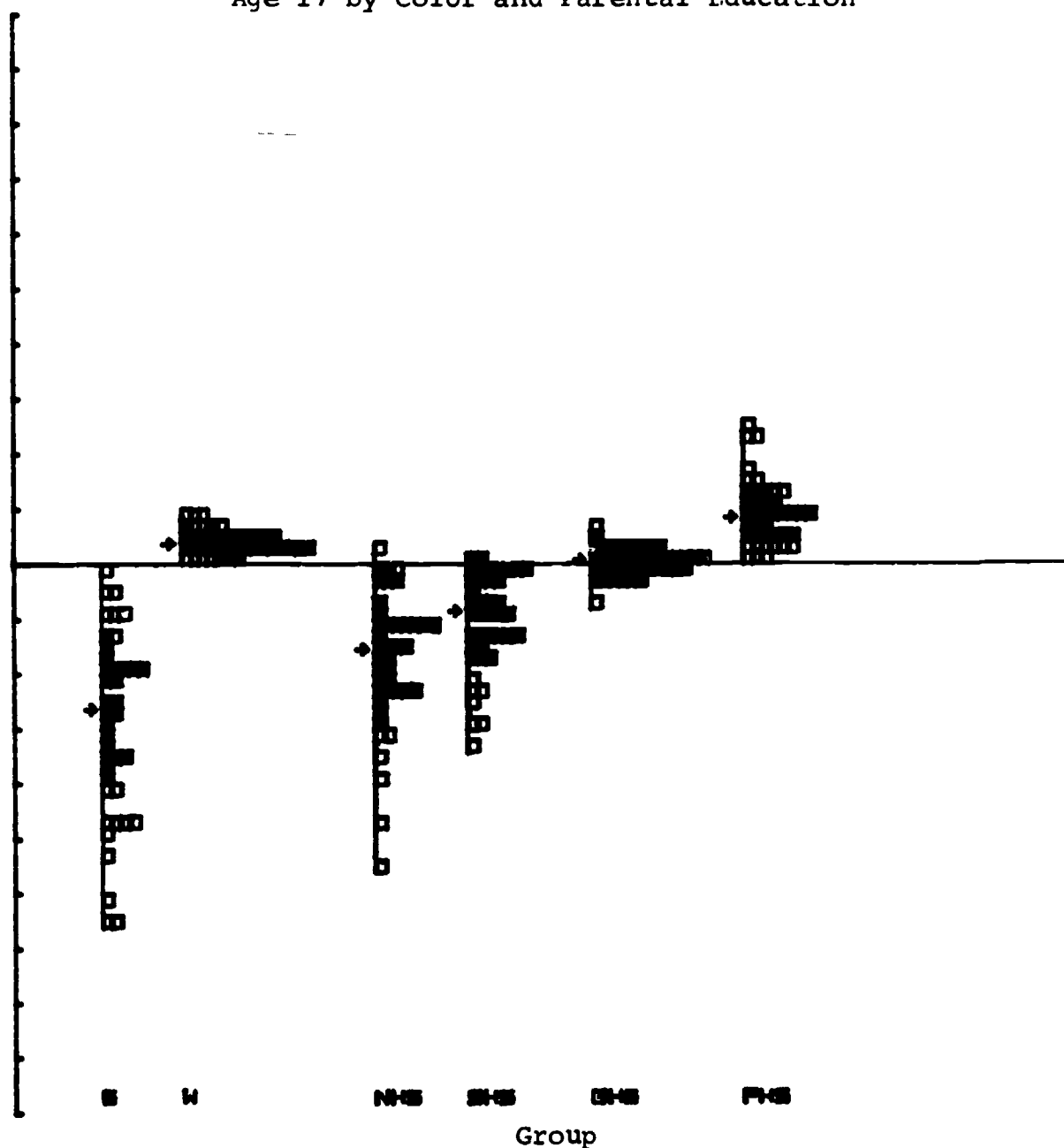
Distribution of Effects on 41 Exercises for
Age 17 by Region and Sex*



*Arrows indicate group medians, blackened boxes indicate typical exercises, open boxes indicate atypical exercises. Abbreviations: SE, Southeast; W, West; C, Central; NE, Northeast; M, male; F, female.

EXHIBIT 5-2a

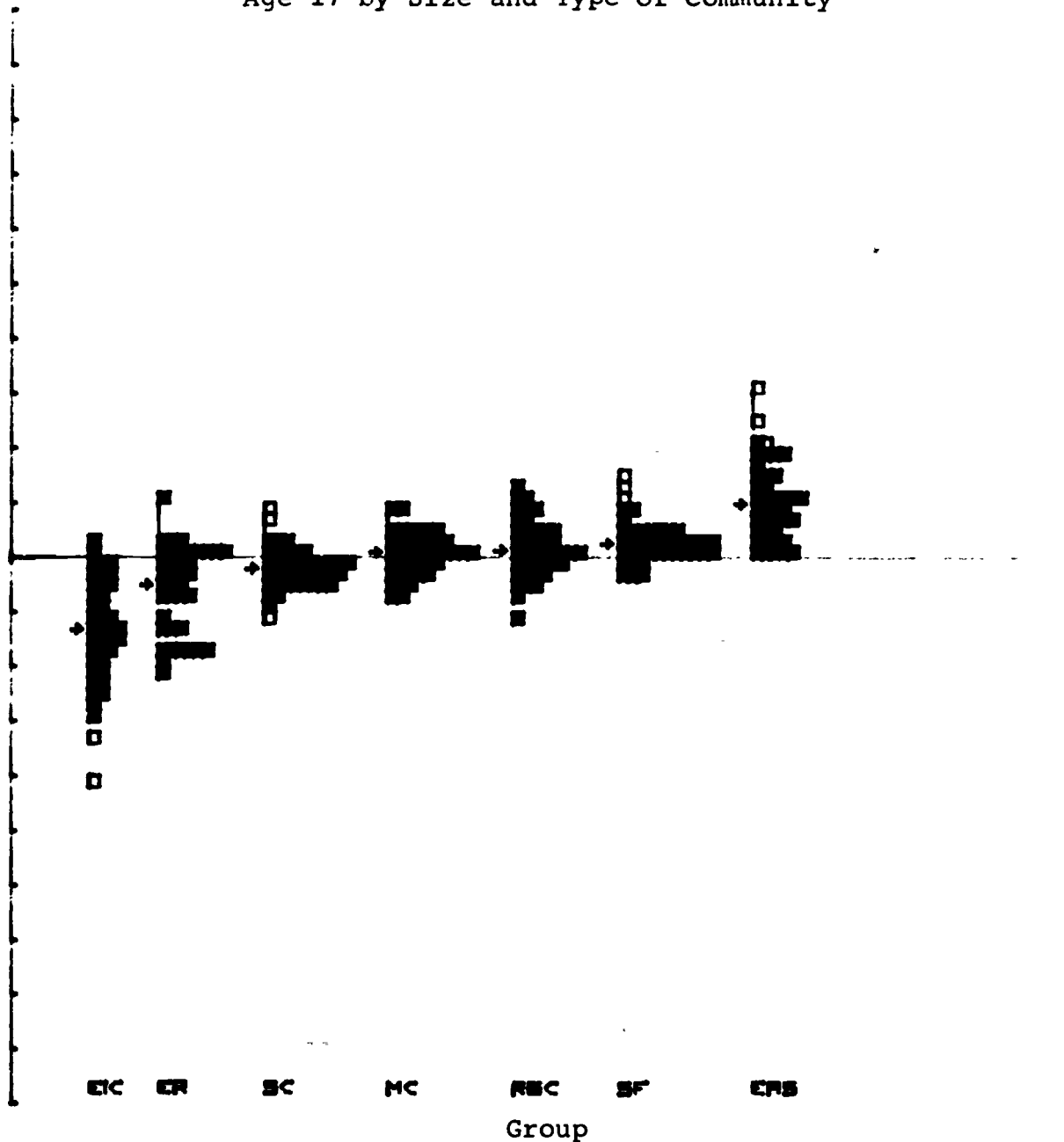
Distribution of Effects on 41 Exercises for Age 17 by Color and Parental Education*



*Arrows indicate group medians, blackened boxes indicate typical exercises, open boxes indicate atypical exercises. Abbreviations: B, Black; W, White; NHS, no high school; SHS, some high school; GHS, graduated from high school; PHS, post high school.

EXHIBIT 5-2b

Distribution of Effects on 41 Exercises for Age 17 by Size and Type of Community*



*Arrows indicate group medians, blackened boxes indicate typical exercises, open boxes indicate atypical exercises. Abbreviations: EIC, extreme inner city; ER, extreme rural; SC, small city; MC, medium city; RBC, rest of big city; SF, suburban fringe; EAS, extreme affluent suburb.

**EXHIBIT 5-3. Exceptional Exercises for
17-Year-Old Boys and Girls**

Exercise	Subtheme	Performance on the Identified Exercise	
		Males	Females
R205	B	Better than usual	Worse than usual
U217, part 1	B		Better than usual
U217, part 2	B	Worse than usual	Better than usual
U217, part 4	B	Worse than usual	Better than usual
U232, part 1	B	Better than usual	Worse than usual
U232, part 2	B	Better than usual	Worse than usual
R214, part 5	C	Better than usual	Worse than usual
R216, part 2	C	Worse than usual	Better than usual
R219	C	Better than usual	Worse than usual
U225, part 2	D	Better than usual	Worse than usual
U225, part 3	D	Better than usual	Worse than usual
R227	D	Worse than usual	Better than usual
U236, part 2	D	Better than usual	Worse than usual
U237, part 1	D	Worse than usual	Better than usual

Black teenagers showed a negative characteristic on Theme 2 exercises while White teenagers showed a positive characteristic. The exceptional exercises for these groups are listed in Exhibit 5-4.

**EXHIBIT 5-4. Exceptional Exercises for
Black and White 17-Year-Olds**

Exercise	Subtheme	Performance on the Identified Exercise	
		Blacks	Whites
U223	A	Worse than usual	
U217, part 2	B	Worse than usual	Better than usual
U217, part 3	B	Better than usual	
U232, part 1	B	Worse than usual	Better than usual
U232, part 2	B	Worse than usual	Better than usual
R239	B	Better than usual	Worse than usual
R214, part 1	C	Better than usual	Worse than usual
R214, part 2	C	Better than usual	Worse than usual
R214, part 3	C	Better than usual	Worse than usual
R214, part 5	C	Worse than usual	Better than usual
R219	C	Worse than usual	Better than usual
U224	C	Worse than usual	Better than usual
U238	C	Better than usual	Worse than usual
U221, part 3	D	Worse than usual	
U225, part 2	D	Worse than usual	
R227	D	Worse than usual	Better than usual
U234, part 1	D	Better than usual	Worse than usual
U237, part 1	D	Worse than usual	

EXHIBIT 5-5. Exceptional Exercises for the Different Parental Education Groups

Performance on the Identified Exercise

Exercise	Subtheme	NHS	SHS	GHS	PHS
R205	B				Worse than usual
U217, part 2	B				Better than usual
U217, part 3	B				Worse than usual
U217, part 4	B				Worse than usual
U232, part 2	B	Worse than usual			
R239	B	Worse than usual		Better than usual	
R214, part 1	C	Better than usual			Better than usual
R214, part 2	C		Worse than usual		Worse than usual
R214, part 3	C				Worse than usual
R214, part 5	C				Worse than usual
U216, part 2	C	Worse than usual			Worse than usual
R219	C				Better than usual
U220	C	Worse than usual	Worse than usual		Better than usual
U224	C	Worse than usual	Worse than usual		Better than usual
U235, part 2	C	Worse than usual	Worse than usual	Worse than usual	Better than usual
U218, part 1	D		Worse than usual		Better than usual
U221, part 2	D		Worse than usual		Better than usual
U221, part 3	D	Better than usual			Better than usual
U225, part 1	D		Worse than usual		Worse than usual
U225, part 3	D				Worse than usual
R227	D		Worse than usual		Better than usual
U234, part 1	D	Worse than usual			Worse than usual

inner city and small city 17-year-olds displayed negative tendencies while only one group, the suburban fringe, showed a positive one. The extreme affluent suburb was the only group showing a characteristic once again, the characteristic was positive.

The extreme inner city teenagers performed unusually poorly on two exercises, U221, part 3 (Subtheme D), and R219 (Subtheme C). Small city 17-year-olds had unusually high percentages of success on two exercises (U217, part 2, Subtheme B, and U236, part 2, Subtheme D) and an unusually low percentage on Subtheme D (U225, part 2). There were three exercises (U217, part 2, Subtheme B, and U225, part 2, and R227, both from Subtheme D) having unusually high rates of success for suburban fringe teenagers. Those from the extreme affluent suburbs performed unusually well on three Subtheme C exercises: U216, U219 and U220.

The median performance for each group on each subtheme is shown in Exhibit 5-6. Since pooled standard errors for subthemes were unavailable when this report was written, there was not enough information available to identify exceptional subthemes the way it was possible to identify exceptional exercises. In examining the values in Exhibit 5-6, remember that the larger the difference between two medians, the more likely it is that the difference does not reflect random error and does indicate that a reliable difference exists between the two groups in terms of their performances of the subtheme(s).

The remainder of this chapter is devoted to the exercises administered to 17-year-olds. Each exercise is numbered with a letter and a numeral. The letter (either R or U) indicates whether the text of the exercise has been released or is unreleased. The unreleased exercises are being retained for the next Reading assessment, in 1975-76. These exercises will be used again, and comparisons can be made between the 1969-70 results and the results collected during 1975-76.

The text for released exercises is presented exactly as the exercises were administered during the assessment. The acceptable answer is indicated (by a blackened oval) as is a brief discussion of the exercise itself and how the respondent may have arrived at the acceptable answer.¹

¹Though the correct or best answer may have been reached by guessing, guessing is not considered here as a method for reaching the correct answer; the mention of guessing now is sufficient for all the exercises.

**EXHIBIT 5-6. Median Effects for Each Group
on the Subthemes**

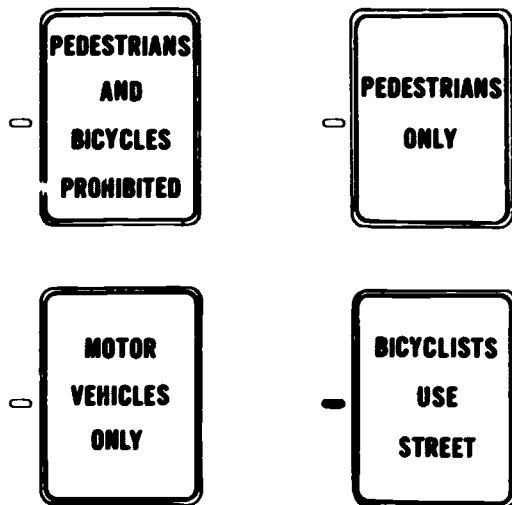
Group	Sub- theme A	Sub- theme B	Sub- theme C	Sub- theme D	All Sub- themes
Region					
Southeast	-5.4	-4.7	-3.7	-3.4	-3.7
West	1.6	-1.4	.1	-1.1	.0
Central	2.8	3.8	1.1	3.1	2.8
Northeast	-.4	2.4	1.4	.4	1.2
Sex					
Male	-1.3	-1.7	-.4	-1.6	-1.3
Female	.3	1.6	.4	1.5	1.3
Color					
Black	-20.2	-10.7	-9.7	-14.9	-13.2
White	2.7	2.3	1.3	1.9	1.8
Parental Education					
No High School	-11.0	-8.0	-7.8	-7.7	-7.8
Some High School	-4.7	-3.4	-5.3	-4.6	-4.3
High School Graduate	1.1	.5	-.4	.3	.3
Post High School	4.3	2.5	4.3	4.1	4.2
Size and Type of Community					
Extreme Rural	-3.3	-5.8	-1.0	-1.2	-6.6
Extreme Inner City	-7.7	-4.5	-3.3	-7.3	-2.5
Small City	-1.1	-.9	-.8	.9	-1.1
Medium City	2.1	-.8	-.4	.9	.5
Suburban Fringe	2.3	2.0	1.2	5.0	.7
Extreme Affluent Suburb	2.8	5.2	5.9	4.4	1.3
Rest of Big City	0.0	1.1	-.1	.6	4.9
Number of Effects	1	8	12	19	40

Along with the exercise and/or its description, the percentage of success and the effects are presented for all the groups. A histogram is given with the percentage of success for each group represented by a bar. The leftmost vertical line (which cuts across the bar for each group) represents the national percentage of success, and the distance from the end of a group's bar to that line represents the group's effect--the difference between the performance for a group and the performance of the nation as a whole.

Starred effects (marked with an asterisk) indicate effects that differ reliably from zero.

Exercise R205, Subtheme B

Which sign shows where you should ride your bicycle?



☐ I don't know

506 01 3/1 04-K205011 R10000V0

9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS
				0 10 20 30 40 50 60 70 80 90 100
96.1	---	NATIONAL		.....
		REGION		
91.4	-4.7*		Southeast	.....
97.5	1.4*		West	.....
96.3	0.2		Central	.....
98.2	2.1*		Northeast	.....
		SEX		
97.3	1.2*		Male	.....
94.9	-1.2*		Female	.....
		COLOR		
86.2	-9.9*		Black	.....
97.4	1.3*		White	.....
		PARENTAL EDUCATION		
91.1	-5.0*		No High School	.....
94.4	-1.7*		Some High School	.....
96.7	0.6		Graduated High Sch.	.....
97.6	1.5*		Post High School	.....
96.3	---	NATIONAL (17 IS ONLY)		.....
		SIZE-AND-TYPE OF COMMUNITY		
94.1	-2.2		Extreme Inner City	.....
96.6	0.3		Extreme Rural	.....
95.2	-1.1		Small City	.....
94.5	-1.8		Medium City	.....
98.1	1.8*		Rest Of Big City	.....
97.6	1.3		Suburban Fringe	.....
99.7	3.3*		Extreme Aff Suburb	.....

Exercise R205, Subtheme B

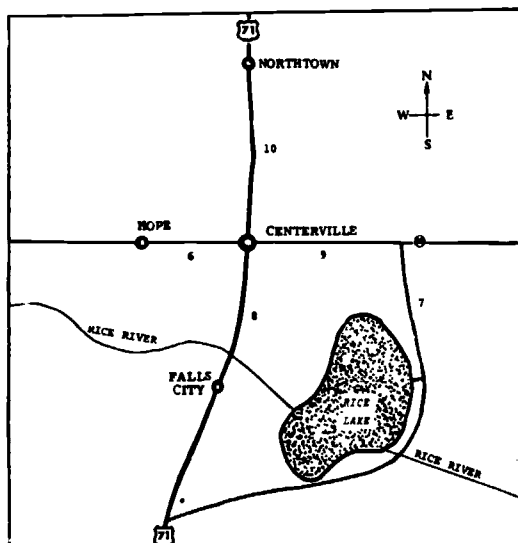
In order to respond correctly to this exercise, a child would have had to know the meanings of pedestrians, motor vehicles and prohibited, and he would have to know that a bicyclist is one who rides a bicycle.

Exercise R214 Subtheme C

Look at the road map and read each sentence carefully. If what the sentence says is true, fill in the oval beside "True." If what the sentence says is not true, fill in the oval beside "False." If you can't decide if the sentence is true or false, fill in the oval beside "I don't know."

A. By car Northtown is closer to Rice Lake than to Hope.

- ☐ True
☐ False
☐ I don't know.



506 06 3/1 02*X214013 R00300V0

9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
95.1	---	NATIONAL		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		REGION		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91.3	-2.0*		Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95.4	0.1		West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95.1	0.0		Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.7	1.4		Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SEX		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94.9	-0.4		Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95.8	0.4		Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		COLOR		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
90.4	-4.9*		Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.0	0.7*		White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		PARENTAL EDUCATION		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
93.2	-5.1*		No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95.4	0.0		Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.6	1.1*		Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.1	0.4		Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95.1	---	NATIONAL (17 IS ONLY)		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SIZE AND TYPE OF COMMUNITY		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.8	1.4		Extreme Inner City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95.8	0.4		Extreme Rural	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94.6	-0.8		Small City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94.9	-0.4		Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
93.7	-1.7		Rest Of Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.6	1.1		Suburban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.0	0.6		Extreme Aff Suburb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

B. You can drive all the way from Northtown to Falls City on Highway 71.

- ☒ True
☐ False
☐ I don't know.

506 06 4/1 01*X214023 R00300V0

9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE-----GROUP	PERCENTAGE OF SUCCESS										
			0	10	20	30	40	50	60	70	80	90	100
98.2	- -	NATIONAL	+	+	+	+	+	+	+	+	+	+	+
		REGION											
97.8	-0.3	Southeast	.....									
98.3	0.1	West	.....									
97.7	-0.5	Central	.....									
98.9	0.7	Northeast	.....									
		SEX											
97.9	-0.3	Male	.....									
98.5	0.3	Female	.....									
		COLOR											
97.9	-0.3	Black	.....									
98.4	0.2*	White	.....									
		PARENTAL EDUCATION											
97.6	-0.5	No High School	.....									
98.1	-0.1	Some High School	.....									
98.4	0.2	Graduated High Sch.	.....									
98.4	0.2	Post High School	.....									
96.2	---	NATIONAL (17YS ONLY)	.....									
		SIZE-AND-TYPE OF COMMUNITY											
97.2	-1.0	Extreme Inner City	.....									
97.2	-1.0	Extreme Rural	.....									
97.7	-0.5	Small City	.....									
98.5	0.2	Medium City	.....									
98.1	-0.1	Rest Of Big City	.....									
99.3	1.0*	Suburban Fringe	.....									
99.0	0.7	Extreme Aff Suburb	.....									

C. Hope is the town closest to Centerville.

- ☒ True
☐ False
☐ I don't know.

S06 06 5/1 01*X214033 R00300W3

9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

N OF SUCCESS	GROUP EFFECT	VARIABLE-----GROUP	PERCENTAGE OF SUCCESS										
			0	10	20	30	40	50	60	70	80	90	100
98.5	---	NATIONAL	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		REGION											
97.2	-1.3	Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98.6	0.1	West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98.6	1.1*	Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98.2	-0.3	Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SEX											
98.1	-0.2	Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98.7	0.2	Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		COLOR											
96.3	-2.2*	Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98.8	0.3*	White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		PARENTAL EDUCATION											
96.8	-1.7	No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.6	-0.9	Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98.1	-0.4	Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
99.7	1.2*	Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98.6	---	NATIONAL (17 IS ONLY)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SIZE AND TYPE OF COMMUNITY											
98.5	-0.1	Extreme Inner City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98.4	-0.2	Extreme Rural	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98.2	-0.4	Small City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.9	-0.7	Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98.4	-0.1	Rest Of Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
99.3	0.8	Suburban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
99.6	1.1*	Extreme Aff Suburb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

D. Centerville is farther west than Pope.

☐ True

☒ False

☐ I don't know.

S06 06 6/1 02*X21*043 R00300V0

9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE-----GROUP	PERCENTAGE OF SUCCESS										
			0	10	20	30	40	50	60	70	80	90	100
94.9	---	NATIONAL	.....									
		REGION											
89.8	-5.1*	Southeast	.....									
94.3	-0.5	West	.....									
97.5	2.6*	Central	.....									
96.2	1.3	Northeast	.....									
		SEX											
94.8	-0.1	Male	.....									
95.0	0.1	Female	.....									
		COLOR											
97.2	-7.7*	Black	.....									
95.9	1.0*	White	.....									
		PARENTAL EDUCATION											
89.0	-5.9*	No High School	.....									
94.0	-0.9	Some High School	.....									
95.5	0.6	Graduated High Sch.	.....									
97.0	2.1*	Post High School	.....									
95.1	---	NATIONAL (17IS ONLY)	.....									
		SIZE-AND-TYPE OF COMMUNITY											
91.1	-3.9	Extreme Inner City	.....									
96.7	1.6	Extreme Rural	.....									
93.9	-1.1	Small City	.....									
93.3	-1.8	Medium City	.....									
97.2	2.2	Rest Of Big City	.....									
95.9	0.8	Suburban Fringe	.....									
98.7	3.6*	Extreme Aff Suburb	.....									

E. Highway 20 runs on the south side of Rice River.

☐ True

☒ False

☐ I don't know.

506 06 7/1 02*X214053 R00300V0

9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP DIFFER.	VARIABLE-----	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
85.5	---	NATIONAL		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
77.7	-7.8*	REGION	Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
84.3	-1.2		West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
89.3	3.8*		Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
88.0	2.5*		Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87.1	1.6*	SEX	Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
83.9	-1.6*		Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
54.9	-30.6*	COLOR	Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
89.5	4.0*		White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
70.2	-15.3*	PARENTAL EDUCATION	No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
78.0	-7.4*		Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
88.3	2.8*		Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
90.0	5.0*		Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
85.9	---	NATIONAL (17IS ONLY)		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
78.9	-7.1	SIZE AND TYPE OF COMMUNITY	Extreme Inner City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
86.2	0.3		Extreme Rural	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
85.8	-0.1		Small City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
82.2	-3.7		Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87.2	1.3		Rest Of Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
84.4	2.5		Suburban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91.8	5.9*		Extreme Aff Suburb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Exercise R214, Subtheme C

The five parts of this question all asked children to answer questions using the map provided. The map reading skills involved included: translating distances on a map into distances between places, determining whether particular routes existed, reading relative distances and determining relative positions.

Exercise R219, Subtheme C

Read the passage and look at the chart, then complete the sentence below it.

This chart shows the number of fatal accidents (broken line) and the number of vehicle miles (solid line) in California, arranged according to the hour of the day.*

*material deleted due
to copyright
restrictions*

Most fatal accidents occurred between

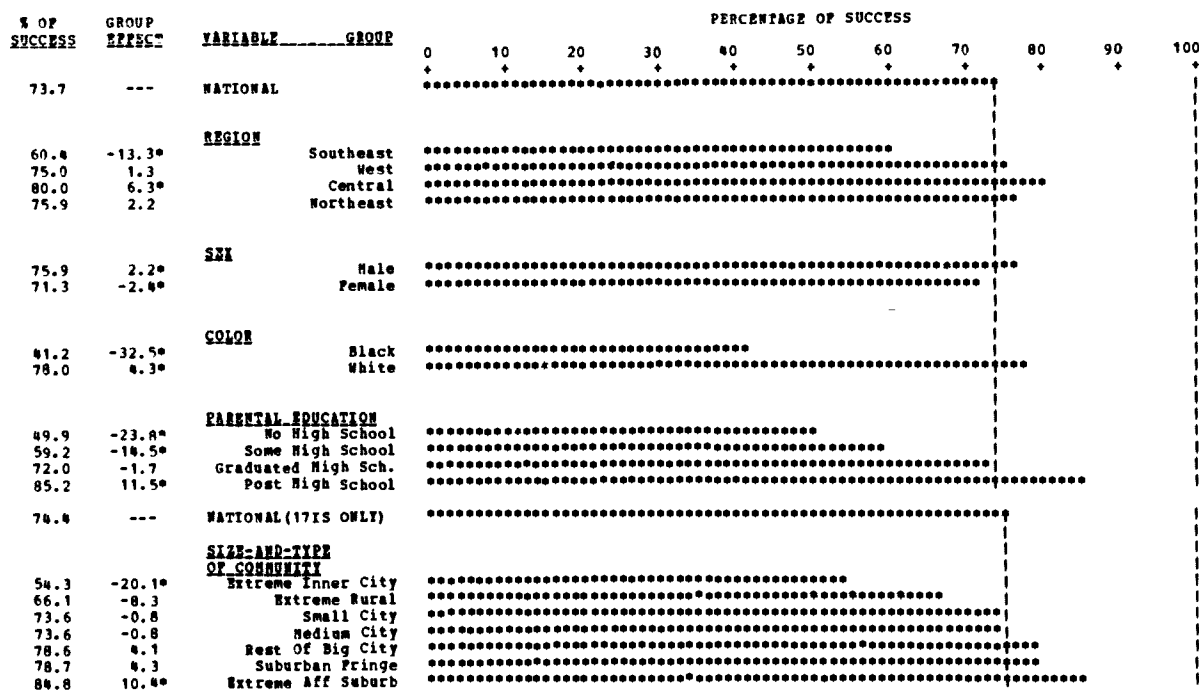
- ☐ 1 a.m. and 2 a.m.
☒ 2 a.m. and 3 a.m.
☐ 4 a.m. and 5 a.m.
☐ 6 a.m. and 7 a.m.
☐ 7 a.m. and 8 a.m.
☐ I don't know.

*Youth at the Wheel, Harold T. Glenn, reprinted by permission of Chas. A. Bennett Co., Inc.

S04 15 3/1 02*X219013 R00300V0

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise R219, Subtheme C

This exercise required respondents to find the highest point on a line graph.

Exercise 2020, Subtheme C

Read the passage and look at the chart. then answer the question which follows it.

This chart shows the number of fatal accidents (broken line) and the number of vehicle miles (solid line) in California, arranged according to the hour of the day.*

*material deleted due
to copyright
restriction*

All but one of the following factual conclusions can be reached from the data presented. Which statement goes beyond the data given in the chart?

- ☐ Fewer fatal accidents occur during the day than at night.
- ☐ Driving at a time when most people would be sleepy is dangerous.
- ☒ Eating a good lunch tends to keep drivers alert to driving hazards.
- ☐ Traffic becomes heavier at the end of the working day than at the beginning.
- ☐ Just because there are few vehicles on the road is no reason to relax one's safety precautions.
- ☐ I don't know.

*Youth at the Wheel, Harold T. Glenn, reprint by permission of Chas. A. Bennett Co., Inc.

S08 01 3/1 03*X220013 R00300V0

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
34.9	---	NATIONAL		+	+	+	+	+	+	+	+	+	+	+
		REGION												
22.2	-12.8*		Southeast	*****										
37.4	3.0		West	*****										
37.4	2.5		Central	*****										
40.6	5.7*		Northeast	*****										
		SEX												
35.0	0.1		Male	*****										
34.8	-0.1		Female	*****										
		COLOR												
22.1	-12.6*		Black	*****										
37.0	2.0*		White	*****										
		PARENTAL EDUCATION												
23.1	-11.8*		No High School	*****										
29.1	-14.8*		Some High School	*****										
36.0	1.1		Graduated High Sch.	*****										
43.1	8.2*		Post High School	*****										
35.4	---	NATIONAL (17 IS ONLY)		*****										
		SIZE-AND-TYPE OF COMMUNITY												
23.9	-11.4*		Extreme Inner City	*****										
27.4	-8.1*		Extreme Rural	*****										
31.4	-4.0		Small City	*****										
35.7	0.3		Medium City	*****										
41.3	5.9		Rest of Big City	*****										
37.3	1.9		Suburban Fringe	*****										
50.9	15.4*		Extreme Aff Suburb	*****										

Exercise R220, Subtheme C

The respondents were asked to determine which alternative was unrelated to the chart.

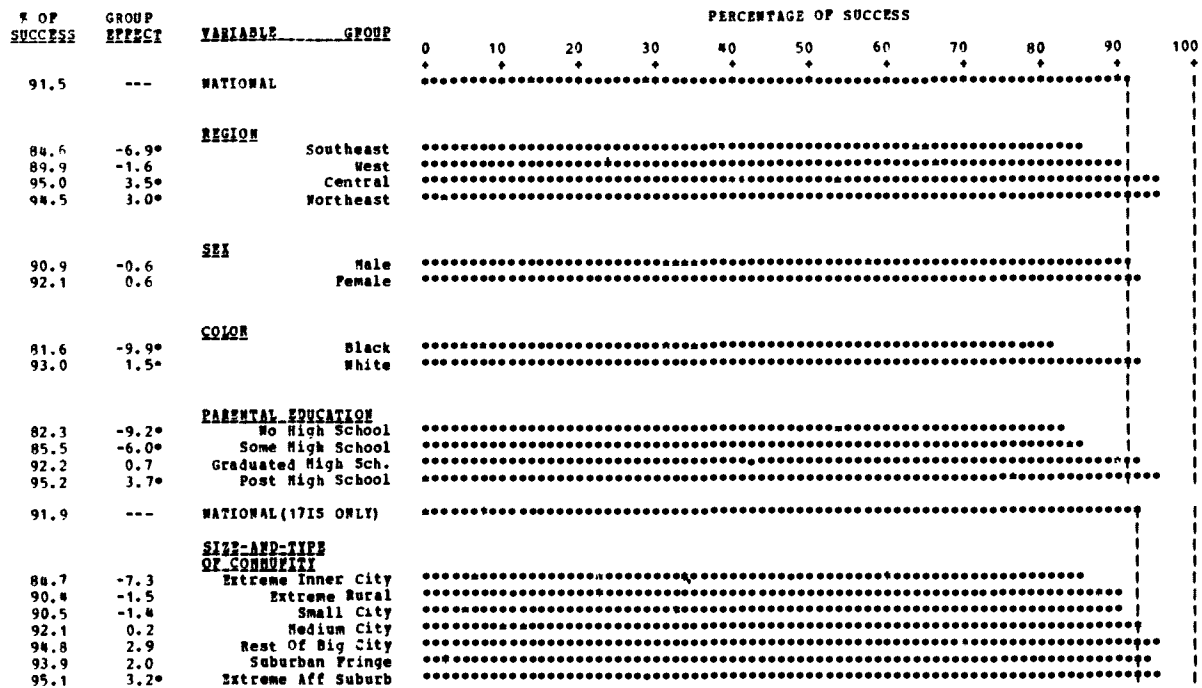
Look at the following report card. What period of time do these grades cover?

- ☒ The first reporting period
- ☐ The second reporting period
- ☐ The entire semester
- ☐ The entire year
- ☐ I don't know.

[illegible]

13 17

PERCENTAGE OF SUCCESS



Exercise R226, Subtheme D

This exercise required the respondent to locate the phrase containing the words "period" and "time" and note the numbers associated with them.

Exercise R227, Subtheme D

Look at the following report card. This student is improving his work in which subject area?

- ☐ English
- ☒ Foreign language
- ☐ Mathematics
- ☐ Science
- ☐ I don't know.

JONES, RICHARD		1000070423		10		0015	
STUDENT NAME		STUDENT NUMBER		GRADE		HOME ADDR	
REPORT CARD							
WILLARD HIGH		PERIOD ENDING		11/15/68		TO INTERPRET MARKS SEE BELOW	
NAME	GRADE	1	2	3	4	5	6
01 SPAN 58/68	A						65500
02 LIFE SCI	B						61400
03 ENG 3 A	B+						60150
04 PHYS PE 10	C						67030
05 DE CLUB EVENTS	C						51550
06 ALG 10 7B	C						61250
						TO INTERPRET MARKS SEE BELOW	
						MARKS	
						JONES, RICHARD	
						HARDY ST	
						CARR	
						SANTA ANITA 112	
						68005	

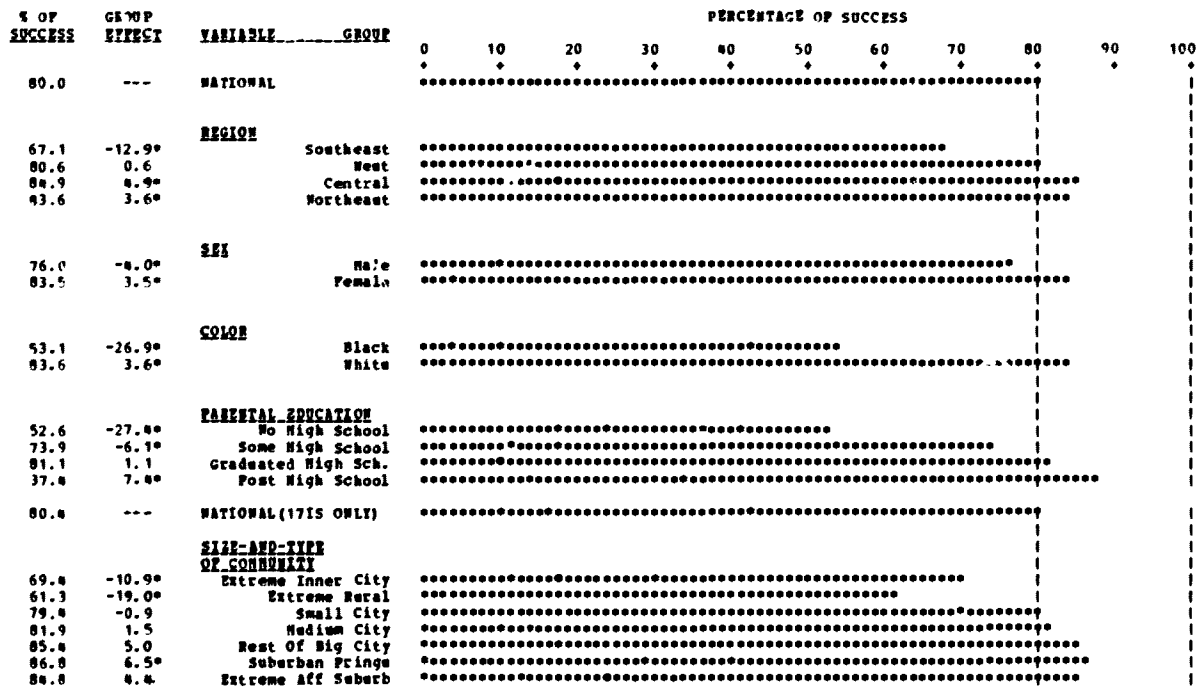
JONES, RICHARD		1000070423		GPA THIS PERIOD 2.00		JONES, RICHARD	
STUDENT NAME		STUDENT NUMBER		GPA THIS PERIOD		777 HEALEY ST	
						SANTA ANITA CA 95004	

LEGEND	
SCHOLASTIC MARKS	CITIZENSHIP COMMENTS CODE
A OUTSTANDING	0 STUDENT SHOWS EXCELLENT WORK
B GOOD	1 STUDENT IS PARTICIPATING SATISFACTORILY
C SATISFACTORY	2 STUDENT IS IMPROVING IN THIS COURSE
D SLOWLY IMPROVING	3 STUDENT SHOWING BELOW AVERAGE ABILITY
F FAILING	4 WORK OR MATERIALS NOT BROUGHT TO CLASS
I INCOMPLETE	5 ASSIGNMENTS ARE NOT COMPLETED REGULARLY
NR NO MARK	6 POOR ATTENDANCE IS AFFECTING SCHOOL WORK
CR CREDIT	7 STUDY HABITS NEED IMPROVING
WP WITHDRAWAL PENDING	8 BEHAVIOR NEEDS IMPROVING
WF WITHDRAWAL FAILING	9 PLEASE CONTACT TEACHER 1 ABOUT COURSE LOAD
F FAILING	

509 05 3/1 04-X227013 200300V0

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise R227, Subtheme D

This exercise required the respondent to look up a code in the legend provided at the bottom of the report card.

Exercise R228, Subtheme D

Look at the following report card. In which class does this student appear to have a problem?

- ☒ Algebra
- ☐ English
- ☐ Physical Education
- ☐ Science
- ☐ I don't know.

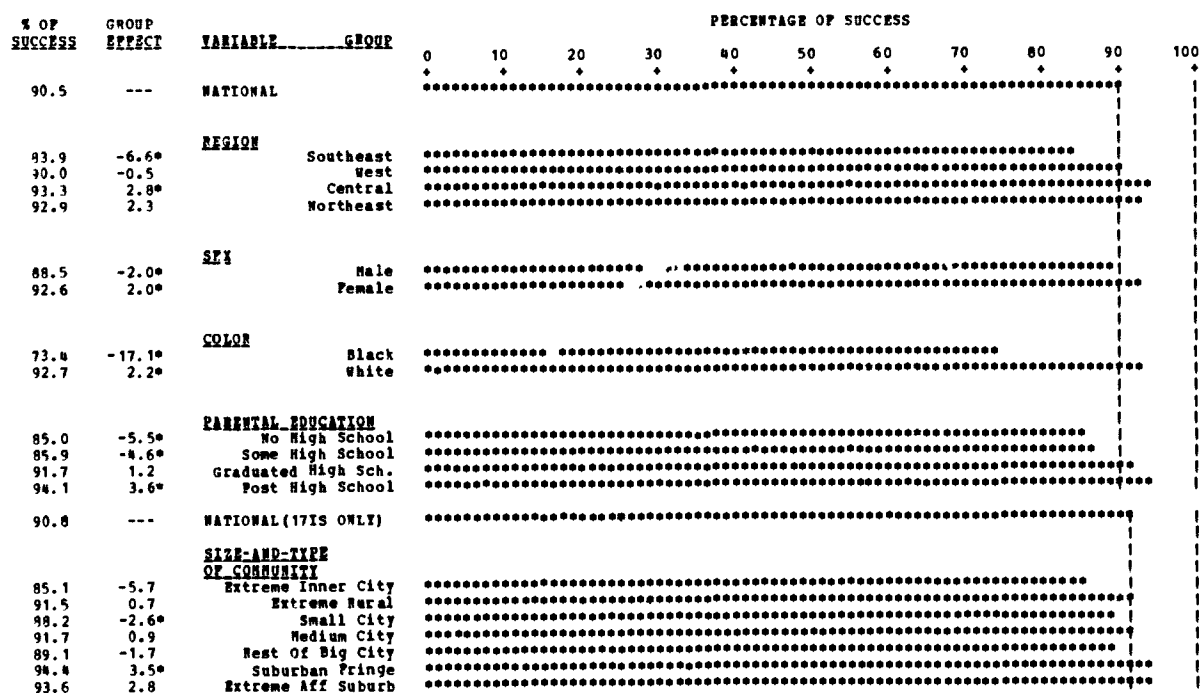
JONES, RICHARD		1009078423		10		0015	
STUDENT NAME		STUDENT NUMBER		GRADE		HOME ROOM	
REPORT CARD							
WILLARD HIGH		PERIOD ENDING		11/15/89		TO INTERPRET MARKS	
SCHOOL NAME		DATE		GRADE		SEE BELOW	
GRADE	MARKS	SPAN	SCI	ENG	PE	ALG	OTHER
01	SPAN 58/68	A					01560 ZUCKER
02	LIFE SCI	B	2				01680 HARCOTT
03	INT ENG 3 A	B-					00150 B SMITH
04	BOYS PE 10	C					PT030 CARR
05	SECUR EVENTS	C					11150 MARINOVITZ
06	ALG 18 78	C	5				11250 ARNS

JONES, RICHARD		1009078423		GPA THIS PERIOD 2.80		JONES, RICHARD	
STUDENT NAME		STUDENT NUMBER		GPA THIS SEMESTER		727 HEULET ST	
				SANTA ANA		CA 92706	
LEGEND							
SCHOLASTIC MARKS				CITIZENSHIP COMMENTS CODE			
A OUTSTANDING B GOOD C SATISFACTORY D MINIMUM ACHIEVEMENT F FAILING I INCOMPLETE NM NO MARK CR CREDIT WF WITHDRAW FAILING P PENDING				0 STUDENT DOING EXCELLENT WORK 1 STUDENT IS PROGRESSING SATISFACTORILY 2 STUDENT IS IMPROVING IN THIS COURSE 3 STUDENT ACHIEVING BELOW APPARENT ABILITY 4 BOOKS OR MATERIALS NOT BROUGHT TO CLASS 5 ASSIGNMENTS ARE NOT COMPLETED REGULARLY 6 POOR ATTENDANCE IS AFFECTING SCHOOL WORK 7 STUDY HABITS NEED IMPROVING 8 BEHAVIOR NEEDS IMPROVING 9 ARE CONTACT TEACHER THROUGH COUNSELOR			

S02 12 3/1 01*X228013 R00300V0

13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise R228, Subtheme D

A respondent answered this question acceptably if he understood that "assignments not completed regularly" is a problem.

Exercise R231, Subtheme D

Look at the following report card. According to the report card, in what subject area did the student do BEST?

- ☐ English
- ☒ Foreign language
- ☐ Mathematics
- ☐ Science
- ☐ I don't know.

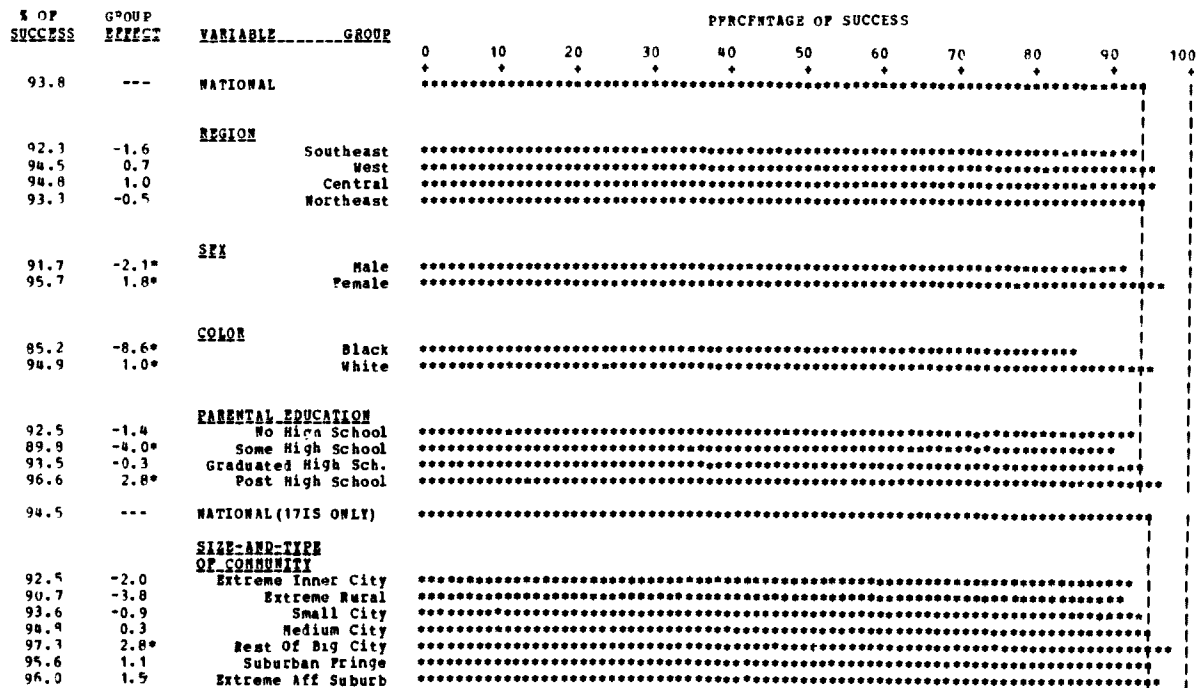
JONES, RICHARD		1009028423		10		0015	
STUDENT NAME		STUDENT NUMBER		GRADE		HOME ROOM	
REPORT CARD							
WILLARD HIGH		PERIOD ENDING		11/15/64		TO INTERPRET MARKS SEE BELOW	
SCHOOL NAME		PERIOD		GRADE		TEACHER	
01	SPAN 5B/AR	A	2			01500	ZUCKER
02	LIFE SCI	B				01000	HARBOY
03	1ST ENG 7 & 8	B-				00150	B. SMITH
04	BOYS PE 10	C				01030	CASH
05	SECUR EVENTS	C				01150	RABINOVITZ
06	ALG 1B PE	C	5			01250	REHNS

JONES, RICHARD		1009028423		ON THIS PERIOD 7 80		TO THE PARENTS OF	
STUDENT NAME		STUDENT NUMBER		ON THIS SEMESTER		JONES, RICHARD	
						177 MENLEY ST	
						SANTA ROSA CA 95404	
LEGEND							
SCHOLASTIC MARKS				CITIZENSHIP COMMENTS CODE			
A OUTSTANDING B GOOD C SATISFACTORY D MINIMUM ACHIEVEMENT F FAILING I INCOMPLETE NM NO MARK CR CREDIT WP WITHDRAWN WIF WITHDRAWN - FAILING P PASSING				0 STUDENT DOING EXCELLENT WORK 1 STUDENT IS PROGRESSING SATISFACTORILY 2 STUDENT IS IMPROVING IN THIS COURSE 3 STUDENT ACHIEVING BELOW APPARENT ABILITY 4 BOOKS OR MATERIALS NOT BROUGHT TO CLASS 5 ASSIGNMENTS ARE NOT COMPLETED REGULARLY 6 POOR ATTENDANCE IS AFFECTING SCHOOL WORK 7 STUDY HABITS NEED IMPROVING 8 BEHAVIOR NEEDS IMPROVING 9 PLEASE CONTACT TEACHER THROUGH COUNSELOR			

S01 02 3/1 02*Y231013 900300V0

13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise R231, Subtheme D

To respond acceptably, a respondent would have to know that an "A" is the best possible grade and "Spanish" is a foreign language.

Below is an excerpt from an automobile insurance policy. Look at it carefully and then answer the questions which follow it.

6. The insurance afforded is only with respect to each of the following coverages as are indicated by specific premium charges or charges. The limit of the company's liability against each such coverage shall be as stated herein, subject to all the terms of this policy having reference thereto.							
A. BODILY INJURY LIABILITY	B. PROPERTY DAMAGE	C. MEDICAL PAYMENTS	D. Compensation of SOLICITORS, ATTORNEYS, AND EXPENSES THEREIN	E. COLLISION	F. UNEMPLOYED SUBSISTENCE	OTHERS	
THOUSAND EACH PERSON	THOUSAND EACH OCCURRENCE	EACH PERSON	(1) ACTUAL CASH VALUE (2) \$ 0.00	ACTUAL CASH VALUE LESS	THOUSAND EACH PERSON / ACCIDENT	LIMIT OF LIABILITY	
\$25	\$50	\$10	\$1000	\$100 DEDUCTIBLE	\$10	\$20	
\$37.80	\$25.00	\$9.00	\$20.50	\$45.10	\$6.00	\$143.40	

A. What is the maximum amount for which this policy covers medical bills?

- ☐ \$ 1,000
- ☐ \$ 5,000
- ☐ \$ 10,000
- ☐ \$25,000
- ☐ I don't know.

S04 09 3/1 01*X236010 010300V0

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

[illegible]

B. What is the maximum amount this policy would pay in case you injured another person in an automobile accident?

- ☐ \$ 25
☐ \$ 1,000
☐ \$ 5,000
☒ \$25,000
☐ I don't know.

504 09 4/1 04*1236020 010300V0

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

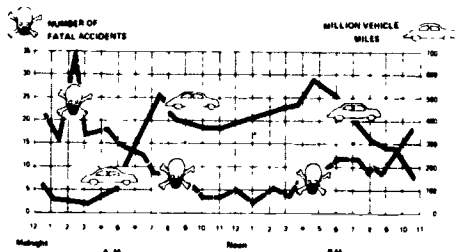
% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	0	10	20	30	40	50	60	70	80	90	100
19.2	---	NATIONAL		*****										
		REGION												
14.5	-4.7*		Southeast	*****										
16.0	-2.3		West	*****										
25.5	6.3*		Central	*****										
17.7	-1.5		Northeast	*****										
		SEX												
22.1	2.9*		Male	*****										
16.0	-3.2*		Female	*****										
		COLOR												
9.8	-9.8*		Black	*****										
20.6	1.4*		White	*****										
		PARENTAL EDUCATION												
13.4	-5.8*		No High School	*****										
14.9	-4.3		Some High School	*****										
18.6	-0.6		Graduated High Sch.	*****										
22.9	3.7*		Post High School	*****										
18.9	---	NATIONAL (17 IS ONLY)		*****										
		SIZE AND TYPE OF COMMUNITY												
9.3	-9.6*		Extreme Inner City	*****										
17.7	-1.2		Extreme Rural	*****										
20.2	1.3		Small City	*****										
21.0	2.9		Medium City	*****										
13.2	-5.7*		Rest Of Big City	*****										
17.5	-1.4		Suburban Fringe	*****										
23.0	4.1		Extreme Aff Suburb	*****										

Exercise R236, Subtheme D

The acceptable response could be located by locating the only column in the table containing the word "medical" or by knowing that medical payments cover medical bills.

Exercise R238, Subtheme C

This chart shows the number of fatal accidents (broken line) and the number of vehicle miles (solid line) in California, arranged according to the hour of the day.* Look at the chart, then answer the question below it.



Given the information that California bars close at 2 a.m., what may one conclude from the graph?

- ☐ Many drivers who drink are on the road from 2 to 3 a.m.
- ☐ Drivers who drink cause many auto deaths between 2 and 3 a.m.
- ☐ There is little relation between drinking and traffic deaths.
- ☐ There is a sharp increase of traffic on the road just after 2 a.m.
- ☒ While drunk driving may be related to auto deaths, the information given is inconclusive.
- ☐ I don't know.

*Youth at the Wheel, Harold T. Glenn, reprinted by permission of Chas. A. Bennett Co., Inc.

S03 11 3/1 05*X238013 000300v0

17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

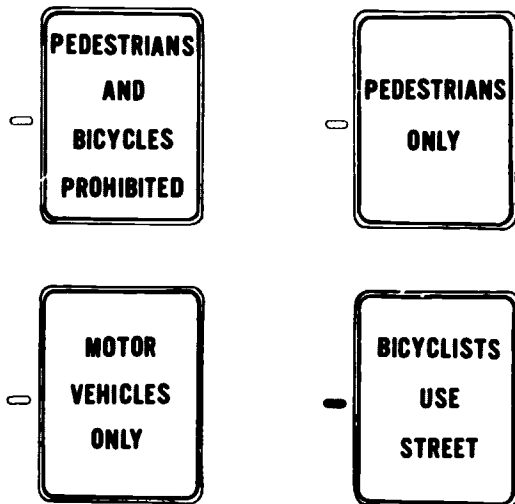
% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS
27.1	---	NATIONAL		10 20 30 40 50 60 70 80 90 100
26.4	-0.7	REGION	Southeast	
26.3	-0.8		West	
23.5	-3.5*		Central	
32.0	4.9*		Northeast	
26.4	-0.6	SEX	Male	
27.7	0.7		Female	
22.5	-4.6	COLOR	Black	
27.8	0.8		White	
24.0	-3.1	PARENTAL EDUCATION	No High School	
19.6	-7.4*		Some High School	
25.4	-1.7		Graduated High Sch.	
31.4	4.3*		Post High School	
27.5	---	NATIONAL (17 IS ONLY)		
25.8	-1.8	SIZE-AND-TYPE OF COMMUNITY	Extreme Inner City	
20.8	-6.7		Extreme Rural	
25.1	-2.4		Small City	
28.4	0.9		Medium City	
26.5	-1.0		Rest Of Big City	
27.5	0.0		Suburban Fringe	
36.3	8.8*		Extreme Aff Suburb	

Exercise R238, Subtheme C

The right answer required that the respondent determine that the first four alternatives were unrelated to the graph.

Exercise P239, Subtheme B

Which sign shows where walking is permitted?



☐ I don't know

S05 02 3/1 03*4239011 R10000V0

17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
97.8	---	NATIONAL		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.1	-0.7	REGION	Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.8	0.0		West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98.7	0.4*		Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.3	-0.5		Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.7	-0.1	SEX	Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.9	0.1		Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95.0	-2.8*	COLOR	Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98.1	0.3*		White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95.9	-1.8	PARENTAL EDUCATION	No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.9	-0.9		Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.2	-0.6		Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
99.2	1.4*		Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98.1	---	NATIONAL (17 IS ONLY)		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94.9	-3.2	SIZE AND TYPE OF COMMUNITY	Extreme Inner City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.6	-1.5		Extreme Rural	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98.2	0.1		Small City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
99.0	0.9		Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.9	-0.2		Rest Of Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98.4	0.3		Suburban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
99.3	1.2*		Extreme Aff Suburb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Exercise R239, Subtheme B

This exercise required that the respondent understand the meanings of the words "pedestrians" and "prohibited."

CHAPTER 6

RESULTS FOR YOUNG ADULTS

The young adults described in this chapter ranged in age from 26 through 35 at the time of the Reading assessment: they were born between April 1, 1935, and March 31, 1945. The reporting categories for young adults are identical to those for the other age levels with one exception: size and type of community has been limited to size of community only. National Assessment did not collect type of community data for young adults.

Almost 84% of the young adults responded acceptably to Theme 2 exercises, though the percentages of success varied from subtheme to subtheme. The percentages for each subtheme are shown in Exhibit 6-1.

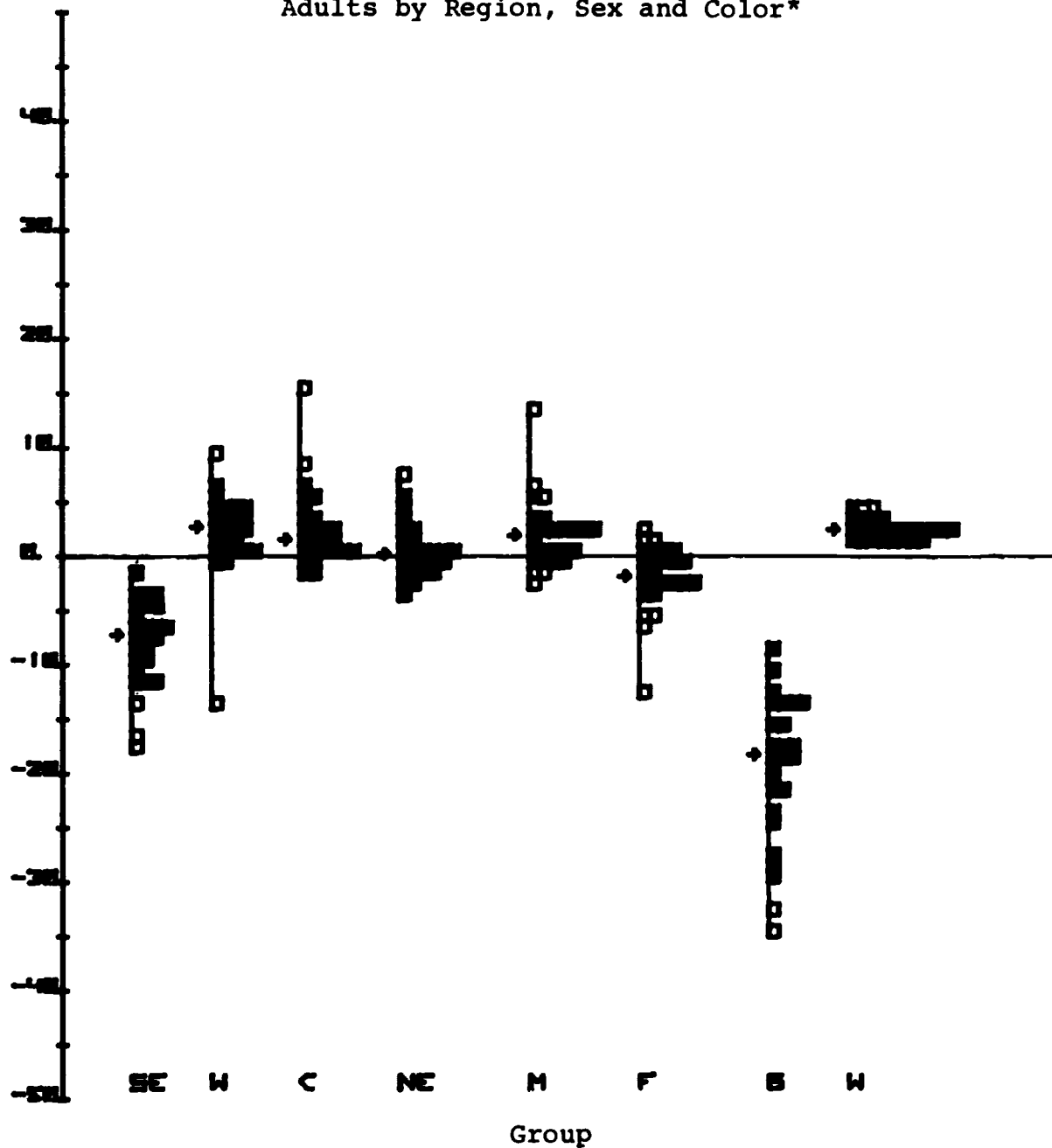
EXHIBIT 6-1. Percentages of Success for
Young Adults on the Subthemes

Subtheme	Median Percentage of Success	Number of Effects
A. Interpreting drawings and pictures	81.8%	1
B. Reading signs and labels	84.1	7
C. Reading charts, maps and graphs	58.7	5
D. Reading forms	83.8	13
TOTAL	83.8%	26

The percentage of success for the Northeast did not differ reliably from the national value. However, the Southeast showed a negative characteristic while the Central and Western regions both showed positive tendencies. The Southeast performed less

EXHIBIT 6-2

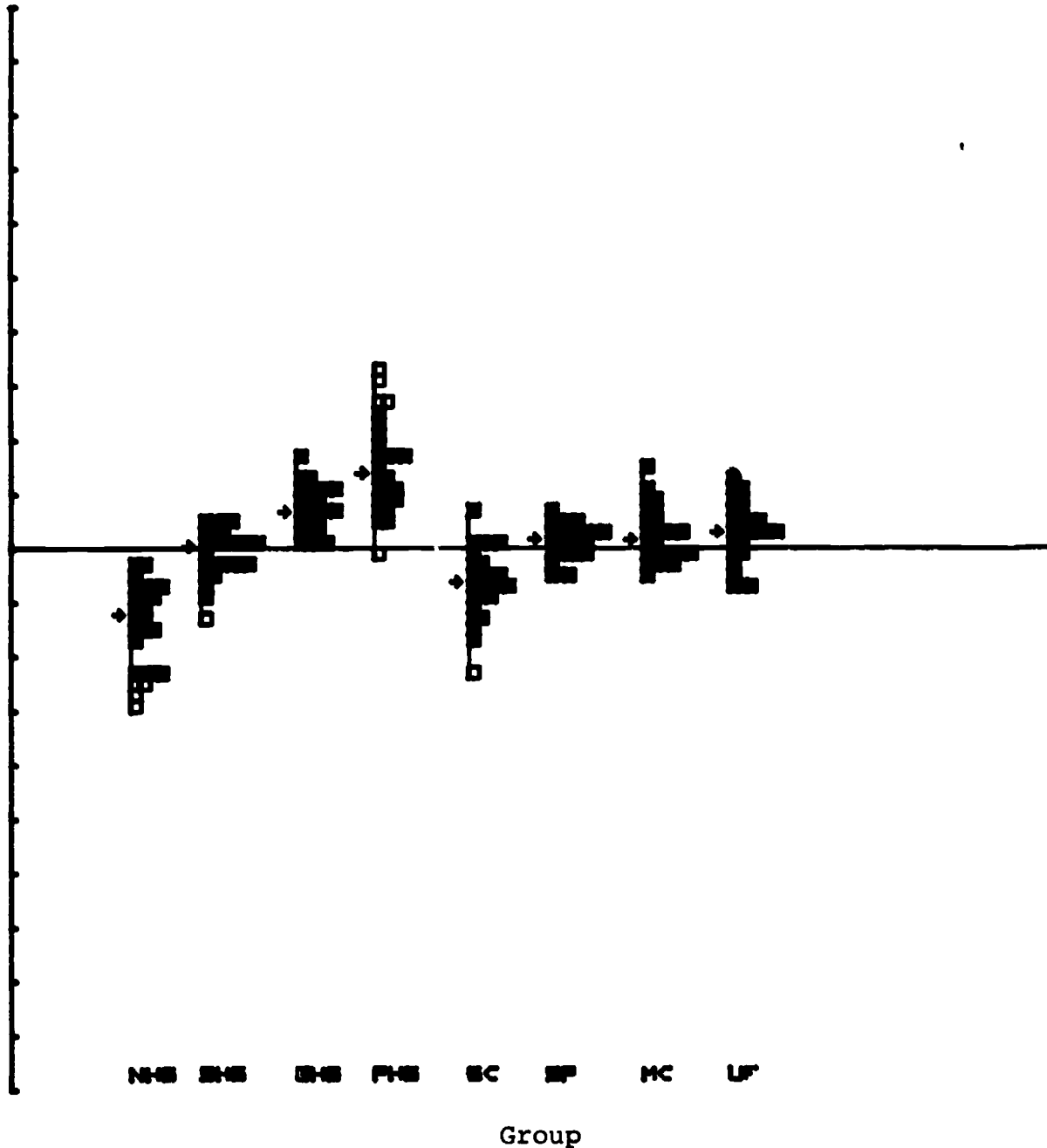
Distribution of Effects on 26 Exercises for Adults by Region, Sex and Color*



*Arrows indicate group medians, blackened boxes indicate typical exercises, open boxes indicate atypical exercises. Abbreviations: SE, Southeast; W, West; C, Central; NE, Northeast; M, male; F, female; B, Black; W, White.

EXHIBIT 6-2a

Distribution of Effects on 26 Exercises for Adults by Parental Education and Size of Community*



*Arrows indicate group medians, blackened boxes indicate typical exercises, open boxes indicate atypical exercises. Abbreviations: NHS, no high school; SHS, some high school; GHS, graduated from high school; PHS, post high school; EIC, extreme inner city; ER, extreme rural; SC, small city; MC, medium city; RBC, rest of big city; SF, suburban fringe; EAS, extreme affluent suburb.

well than usual on three exercises (R219 and U224, both from Subtheme C, and R227, Subtheme D) while the West scored better than usual on one of those exercises (R224) and less well on a different exercise, U217, part 2 (Subtheme B). Exceptional exercises for the Northeast and Central regions all showed performances higher than usual for those groups. The Northeast did unusually well on part 3 of Exercise U225 while the Central region performed unusually well on R227 (Subtheme D) and U217, part 2 (Subtheme B).

Men and women did about equally well on Theme 2 exercises. Exceptional exercises for those two groups are shown in Exhibit 6-3.

.XHIBIT 6-3. Exceptional Exercises for
Young Adult Men and Women

Exercise	Subtheme	Performance on the Identified Exercise	
		Men	Women
U217, part 2	B	Worse than usual	Better than usual
U217, part 3	B	Worse than usual	Better than usual
U232, part 2	B	Worse than usual	Better than usual
R219	C	Better than usual	Worse than usual
R220	C		Worse than usual
U236, part 1	D	Worse than usual	Better than usual
U236, part 2	D	Better than usual	Worse than usual

Black young adults showed a negative characteristic while White ones showed a positive characteristic. Blacks did unusually poorly and Whites unusually well on Subtheme D Exercise R227. Similarly, Blacks performed unusually poorly on Subtheme B Exercise U232, part 1, while Whites did unusually well on Subtheme D Exercise R227.

Young adults in the no high school parental education group showed a negative characteristic. They also performed unusually poorly on Exercises U225, part 2 (Subtheme D) and R219, R220 and U224 (all three from Subtheme C). The some high school group, which performed at a level equal to that for the nation as a whole, had only one exceptional exercise, U217, part 4 (Subtheme B). Two groups had levels of success resulting in positive characteristics: high school graduate and post high school. There were no exceptional exercises for the former group while the latter had five: Subtheme C Exercises U224, R220, R219, all of which had levels of performance that were unusually high; Subtheme D Exercise R227 also had an unusually high performance level; and U217, a Subtheme B exercise with an unusually low level of success.

Because type of community information was not collected for young adults, results are reported only for size of community groups. There was only one exceptional exercise for any of the size of community groups: U232, part 1. Young adults from big cities performed unusually poorly on that Subtheme B exercise. The big city group, further, was the only one to show a tendency; it showed a negative tendency while all the other groups had percentages of success that did not differ reliably from the value for the nation as a whole.

EXHIBIT 6-4. Median Effects for Each Group on the Subthemes

Group	Sub- theme A	Sub- theme B	Sub- theme C	Sub- theme D	All Sub- themes
Region					
Southeast	-7.4	-9.6	-8.6	-6.8	-7.2
West	5.2	2.7	4.7	2.9	2.8
Central	.8	-2.6	4.3	.7	1.5
Northeast	1.0	.3	-2.3	-.5	.2
Sex					
Male	1.0	.6	3.9	.7	2.0
Female	-1.1	-.5	-3.7	-.7	1.9
Color					
Black	-13.0	-21.6	-18.4	-18.0	-18.3
White	1.5	2.6	2.5	2.4	2.5
Parental Education					
No High School	-5.1	-7.1	-12.6	-5.6	-6.2
Some High School	.2	-1.4	.4	.2	.1
High School Graduate	4.7	3.4	5.4	3.2	3.4
Post High School	4.8	-8.3	13.7	6.6	6.9
Size of Community					
Big City	-1.6	-3.6	-.4	-3.4	-3.2
Small Places	-.8	1.4	-2.1	1.0	.8
Medium City	-1.5	.3	2.5	.4	.8
Urban Fringe	4.7	1.4	2.7	1.1	1.5
Number of Effects	1	7	5	13	26

The remainder of this chapter is devoted to the exercises administered to young adults. Each exercise is numbered with a

letter and a numeral. The letter (either R or U) indicates whether the text of the exercise has been released or is unreleased. The unreleased exercises are being retained for the next Reading assessment, in 1975-76. These exercises will be used again, and comparisons can be made between the 1969-70 results and the results collected during 1975-76.

The text for released exercises is presented exactly as the exercises were administered during the assessment. The acceptable answer is indicated (by a blackened oval) as is a brief discussion of the exercise itself and how the respondent may have arrived at the acceptable answer.¹

Along with the exercise and/or its description, the percentage of success and the effects are presented for all the groups. A histogram is given with the percentage of success for each group represented by a bar. The leftmost vertical line (which cuts across the bar for each group) represents the national percentage of success, and the distance from the end of a group's bar to that line represents the group's effect--the difference between the performance for a group and the performance of the nation as a whole.

Starred effects (marked with an asterisk) indicate effects that differ reliably from zero.

¹Though the correct or best answer may have been reached by guessing, guessing is not considered here as a method for reaching the correct answer; the mention of guessing now is sufficient for all the exercises.

RELEASED EXERCISES

Exercise R219, Subtheme C

Read the passage and look at the chart, then complete the sentence below it.

This chart shows the number of fatal accidents (broken line) and the number of vehicle miles (solid line) in California, arranged according to the hour of the day.*

*material deleted due
to copyright
restrictions*

Most fatal accidents occurred between

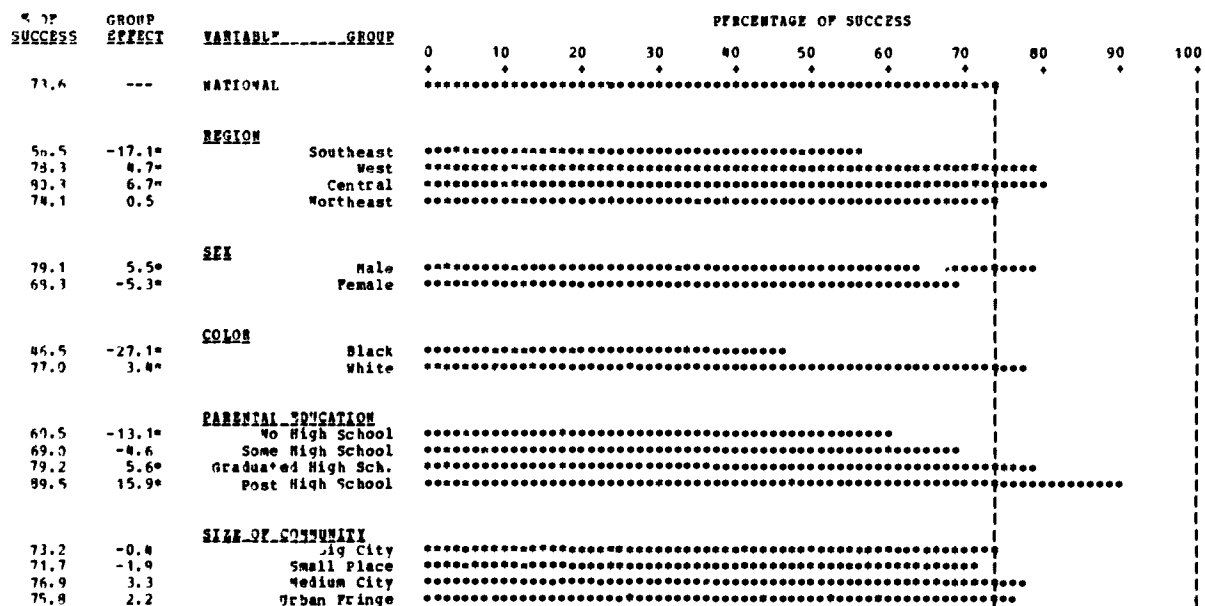
- ☐ 1 a.m. and 2 a.m.
☒ 2 a.m. and 3 a.m.
☐ 4 a.m. and 5 a.m.
☐ 6 a.m. and 7 a.m.
☐ 7 a.m. and 8 a.m.
☐ I don't know.

*Youth at the Wheel, Harold T. Glenn, reprinted by permission of Chas. A. Bennett Co., Inc.

A06 10 3/1 02*1219013 R00300V0

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise R219, Subtheme C

This exercise required respondents to find the highest point on a line graph.

Exercise R220, Subtheme C

Read the passage and look at the chart, then answer the question which follows it.

This chart shows the number of fatal accidents (broken line) and the number of vehicle miles (solid line) in California, arranged according to the hour of the day.*

*material deleted
due to copyright
restrictions*

All but one of the following factual conclusions can be reached from the data presented. Which statement goes beyond the data given in the chart?

- ☐ Fewer fatal accidents occur during the day than at night.
- ☐ Driving at a time when most people would be sleepy is dangerous.
- ☒ Eating a good lunch tends to keep drivers alert to driving hazards.
- ☐ Traffic becomes heavier at the end of the working day than at the beginning.
- ☐ Just because there are few vehicles on the road is no reason to relax one's safety precautions.
- ☐ I don't know.

*Youth at the Wheel, Harold T. Glenn, reprinted by permission of Chas. A. Bennett Co., Inc.

A03 15 3/1 03*X220013 R00300V0

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP DIFFERENTIAL	VARIABLE	GROUP	PERCENTAGE OF SUCCESS
				0 10 20 30 40 50 60 70 80 90 100
47.2	---	NATIONAL		.....
		REGION		
36.6	-6.5*		Southeast	.....
44.1	0.9		West	.....
42.2	-1.0		Central	.....
47.4	4.2		Northeast	.....
		SEX		
49.4	5.2*		Male	.....
39.1	-5.0*		Female	.....
		COLOR		
24.7	-18.4*		Black	.....
45.6	2.5*		White	.....
		PARENTAL EDUCATION		
39.6	-12.6*		No High School	.....
44.3	1.6		Some High School	.....
43.8	0.7		Graduated High Sch.	.....
60.1	16.9*		Post High School	.....
		SIZE OF COMMUNITY		
42.1	-1.0		Big City	.....
40.6	-2.5		Small Place	.....
45.6	2.5		Medium City	.....
49.0	4.9		Urban Fringe	.....

Exercise R220, Subtheme C

The respondents were asked to determine which alternative was unrelated to the chart.

Exercise R227, Subtheme D

Look at the following report card. This student is improving his work in which subject area?

- ☐ English
- ☒ Foreign language
- ☐ Mathematics
- ☐ Science
- ☐ I don't know.

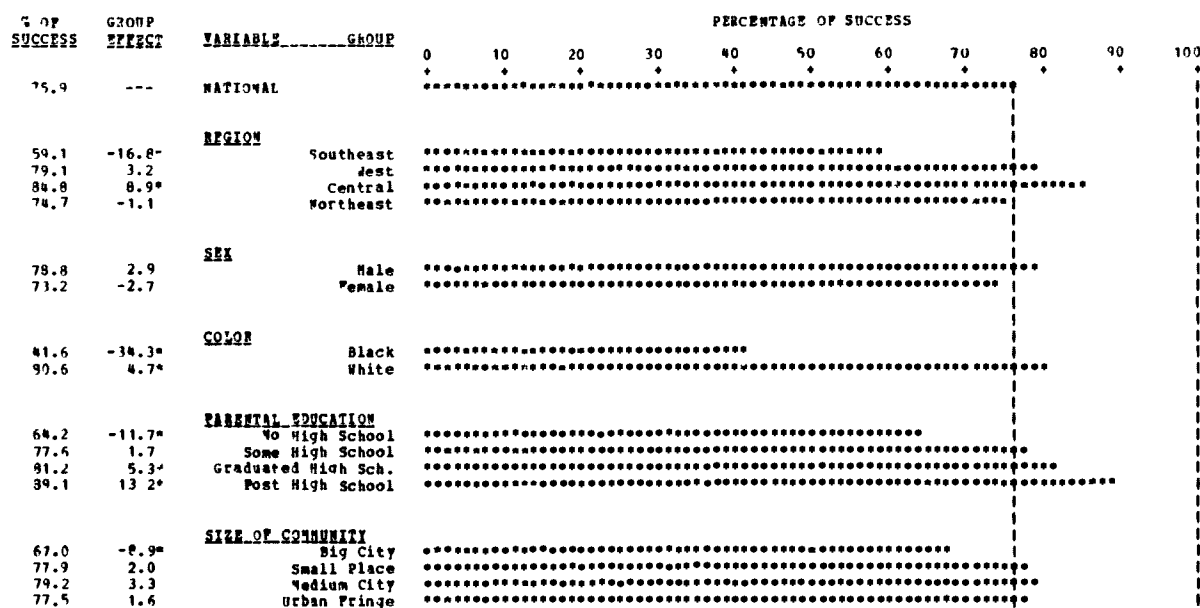
JONES, RICHARD		100902823		10		0015	
STUDENT NAME		STUDENT NUMBER		GRADE		HOME ROOM	
REPORT CARD							
WILLARD HIGH SCHOOL NAME		PERIOD ENDING 11/15/74		TO INTERPRET MARKS SEE BELOW			
MARKS	GRADE	1	2	3	4	5	6
01 SPAR 18/18	A						
02 LIFE SCI	B	2					
03 INT 'ING 3 6	B+						
04 BOYS 'E 10	C						
05 SE/CUR EYENTS	C						
06 ALC -N 28	C	5					

JONES, RICHARD		100902823		GPA THIS PERIOD 2.80		JONES, RICHARD	
STUDENT NAME		STUDENT NUMBER		GPA THIS SEMESTER		722 HENLEY ST	
				SANTA ROSA		CA 95406	
LEGEND							
SCHOLASTIC MARKS				CITIZENSHIP COMMENTS CODE			
A OUTSTANDING B GOOD C SATISFACTORY D MINIMUM ACHIEVEMENT F FAILING I INCOMPLETE ND NO MARK CR CREDIT WP WITHDRAW PASSING WF WITHDRAW FAILING P PASSING				0 STUDENT DOING EXCELLENT WORK 1 STUDENT IS PROGRESSING SATISFACTORILY 2 STUDENT IS IMPROVING IN THIS COURSE 3 STUDENT ACHIEVING BELOW APPARENT ABILITY 4 BOOKS OR MATERIALS NOT BROUGHT TO CLASS 5 ASSIGNMENTS ARE NOT COMPLETED REGULARLY 6 POOR ATTENDANCE IS AFFECTING SCHOOL WORK 7 STUDY HABITS NEED IMPROVING 8 BEHAVIOR NEEDS IMPROVING 9 PLEASE CONTACT TEACHER THROUGH COUNSELOR			

A02 16 3/1 04*X227013 903300V0

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise R227, Subtheme D

This exercise required the respondent to look up a code in the legend provided at the bottom of the report card.

Exercise R236, Subtheme D

Below is an excerpt from an automobile insurance policy. Look at it carefully and then answer the questions which follow it.

The coverages afforded in this policy with respect to each of the following coverages as indicated by specific premium charges or charges. The limit of the company's liability against each such coverage shall be as stated herein, subject to all the terms of this policy having reference thereto.							
A. BODILY INJURY LIABILITY	B. PROPERTY DAMAGE LIABILITY	C. MEDICAL PAYMENTS	D. UNINSURED MOTORIST	E. COLLISION	F. UNINSURED MOTORIST	TOTAL PREMIUM	
THOUSAND EACH PERSON	THOUSAND EACH OCCURRENCE	THOUSAND EACH OCCURRENCE	THOUSAND EACH PERSON	THOUSAND EACH OCCURRENCE	THOUSAND EACH ACCOUNT	THOUSAND EACH PERSON	THOUSAND EACH ACCOUNT
\$25	\$50	\$10	\$1000	\$100 DEDUCTIBLE	\$10	\$20	
\$37.80	\$25.00	\$9.00	\$20.50	\$45.10	\$6.00	\$143.40	

A. What is the maximum amount for which this policy covers medical bills?

- ☒ \$ 1,000
☐ \$ 5,000
☐ \$10,000
☐ \$25,000
☐ I don't know.

406 06 3/1 01*X236010 U10300V0

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
90.1	---	NATIONAL		+	+	+	+	+	+	+	+	+	+	+
		REGION												
83.7	-6.4*		Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
90.5	0.3		West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
93.6	3.5*		Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
90.5	0.4		Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SEX												
89.5	-1.6*		Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91.7	1.6*		Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		COLOR												
76.4	-13.8*		Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91.9	1.8*		White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		PARENTAL EDUCATION												
86.9	-3.3*		No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
90.2	0.1		Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91.8	1.6		Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
93.8	3.7*		Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SIZE OF COMMUNITY												
90.5	0.3		Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91.3	1.2		Small Place	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
89.4	-0.7		Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87.3	-2.8		Urban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

B. What is the maximum amount this policy would pay in case you injured another person in an automobile accident?

- ☐ \$ 25
- ☐ \$ 1,000
- ☐ \$ 5,000
- ☒ \$25,000
- ☐ I don't know.

A06 06 4/1 04*X236020 710300V0

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

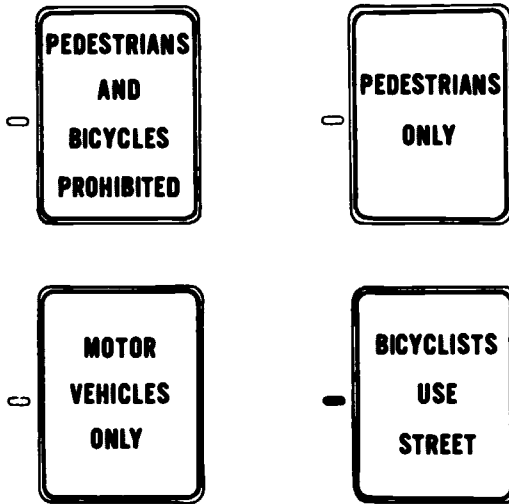
% OF SUCCESS	GROUP EFFECT	VARIABLE-----GROUP	PERCENTAGE OF SUCCESS										
			0	10	20	30	40	50	60	70	80	90	100
42.5	---	NATIONAL	.....									
		REGION											
36.2	-6.4*	Southeast	.....									
41.7	-0.8	West	.....									
42.3	-0.3	Central	.....									
47.6	5.1	Northeast	.....									
		SEX											
56.0	13.5*	Male	.....									
29.6	-12.9*	Female	.....									
		COLOR											
21.4	-21.1*	Black	.....									
45.3	2.7*	White	.....									
		PARENTAL EDUCATION											
11.0	-11.5*	No High School	.....									
41.7	-1.6	Some High School	.....									
50.6	8.1*	Graduated High Sch.	.....									
51.4	8.9*	Post High School	.....									
		SIZE OF COMMUNITY											
39.7	-2.9	Big City	.....									
47.6	0.1	Small Place	.....									
49.9	7.4	Medium City	.....									
39.7	-3.8.	Urban Fringe	.....									

Exercise R236, Subtheme D

The acceptable response could be located by locating the only column in the table containing the word "medical" or by knowing that medical payments cover medical bills.

Exercise R239, Subtheme B

Which sign shows where walking is permitted?



☐ I don't know.

A02 02 3/1 01*X239011 R10000V0

17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
95.7	---	NATIONAL		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
99.3	-6.4*	REGION	Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98.2	2.5*		West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98.4	2.7*		Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98.9	-0.9		Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.1	0.6	SEX	Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95.2	-0.5		Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
84.9	-10.8*	COLOR	Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.0	1.3*		White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94.2	-1.5	PARENTAL EDUCATION	No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98.4	2.7*		Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.4	0.7		Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.9	2.1		Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
92.1	-3.6	SIZE OF COMMUNITY	Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96.5	0.8		Small Place	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95.2	0.5		Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97.1	1.4		Urban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Exercise R239, Subtheme B

This exercise required that the respondent understand the meanings of the words "pedestrians" and "prohibited."

CHAPTER 7

PERFORMANCE ON EXERCISES OVERLAPPING TWO OR MORE AGE GROUPS

Many of the Theme 2 exercises were administered to people at two or more age levels. These exercises, which are said to overlap the age levels in question, can be used to show differences in performance between the two groups. In general, the older the group, the higher the percentage of acceptable responses.

Not all overlapping exercises were administered at all ages. Some were given to 9- and 13-year-olds; others were given to three groups, such as 9- through 17-year-olds or 13-year-olds through adults. In Exhibit 7-1, the median differences between groups of people are shown for each subtheme and over the entire Theme 2. Be sure to note the number of exercises each median is based on; the number differs from subtheme to subtheme, and from age level to age level.

One further warning needs to be presented here: it is not possible to determine why groups differ from one another in terms of their levels of success. It is not possible to say, for example, that 13-year-olds performed better than 9-year-olds because the former group is older, because the former group has had four more years of schooling or because the two groups have had different experiences before they were 9 years old (less television, perhaps, for the 13-year-olds). It is simply not possible to determine which causes account for the differences--we do not have the information available to tease out the causes and effects of the differences shown in the exhibit. The numbers in the following exhibit can only be interpreted as indicating differences, without any indication of how those differences came to be.

**EXHIBIT 7-1. Median Differences Between Age
Levels on Overlapping Exercises**

Subtheme	Median Differences Between Age Groups					
	9-13	Effects	13-17	Effects	17-Adult	Effects
A	8.5	3	17.1	1	-1.4	1
B	11.3	6	7.4	9	-2.1	9
C	12.0	5	12.5	12	1.0	5
D	-	0	12.0	16	3.5	11
TOTAL	9.9	14	11.1	38	1.8	26

The remainder of this chapter is devoted to the results of overlapping exercises. Each exercise is shown along with the results of the administrations and the differences in percentages of success for each age.

RELEASED EXERCISES

Exercise R203, Subtheme A

Exercise Administered at Ages 9 and 13



Look at the picture and fill in the oval beside the sentence which tells BEST what the drawing shows.

- ☐ The fish has already eaten the worm.
- ☐ The worm is probably not on a hook and line.
- ☒ The fish looks as if he is going to eat the worm.
- ☐ The fish is waiting for the worm to be put in the water.
- ☐ I don't know.

N02 02 3/1 01*1203014 R000N0V0
T13 05 3/1 03*1203014 R000N0V0

9 13
9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
					0	10	20	30	40	50	60	70	80	90	100
NATIONAL		9	87.5		.....									
NATIONAL		13	96.0	9-->13 8.5	.....									
REGION															
Southeast		9	81.3		.....									
		13	94.3	9-->13 12.9	.....									
West		9	86.2		.....									
		13	94.5	9-->13 8.3	.....									
Central		9	90.9		.....									
		13	97.3	9-->13 6.4	.....									
Northeast		9	89.7		.....									
		13	97.8	9-->13 8.1	.....									
SEX															
Male		9	85.5		.....									
		13	95.0	9-->13 9.5	.....									
Female		9	89.7		.....									
		13	96.9	9-->13 7.2	.....									

N02 02 3/1 03*Y203014 R00040Y0
T13 05 3/1 03*Y203014 R00040Y0

9 13
9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE	PERCENTAGE	PERCENTAGE	PERCENTAGE OF SUCCESS										
		LEVEL	OF SUCCESS	DIFFERENCE	0	10	20	30	40	50	60	70	80	90	100
NATIONAL		9	87.5		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL		13	96.0	9-->13 8.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<u>COLOR</u>															
Black		9	69.0		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		13	91.7	9-->13 22.7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
White		9	90.4		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		13	96.4	9-->13 6.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<u>PARENTAL EDUCATION</u>															
No High School		9	76.5		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		13	93.5	9-->13 17.0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Some High School		9	83.4		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		13	98.0	9-->13 14.1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Graduated High Sch.		9	89.6		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		13	96.3	9-->13 6.6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Post High School		9	91.7		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		13	97.4	9-->13 6.1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<u>SIZE-AND-TYPE OF COMMUNITY</u>															
Extreme Inner City		9	68.1		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		13	92.9	9-->13 24.9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Extreme Rural		9	80.9		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		13	92.6	9-->13 11.7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Small City		9	86.8		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		13	96.0	9-->13 9.2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Medium City		9	90.5		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		13	96.1	9-->13 5.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rest Of Big City		9	89.3		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		13	93.8	9-->13 4.4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Suburban Fringe		9	92.0		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		13	98.0	9-->13 6.0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Extreme Aff Suburb		9	93.6		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		13	97.1	9-->13 3.4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Exercise R203, Subtheme A

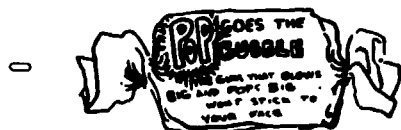
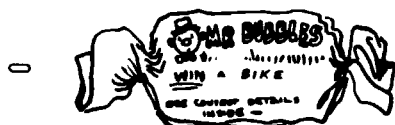
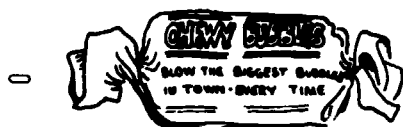
Exercise Administered at Ages 9 and 13

In order to respond correctly, a child could either intuit the feelings of the fish or eliminate the three incorrect responses leaving only the third alternative.

Exercise R204, Subtheme B

Exercise Administered at Ages 9 and 13

If you wanted to buy some bubble gum that would stay sweet for a long time, which of these would you buy? Fill in the oval beside the bubble gum you would buy.



☐ I don't know

N02 06 3/1 03*X20*011 R10000V0
T09 07 3/1 03*X20*011 R10000V0

9 13
9 13

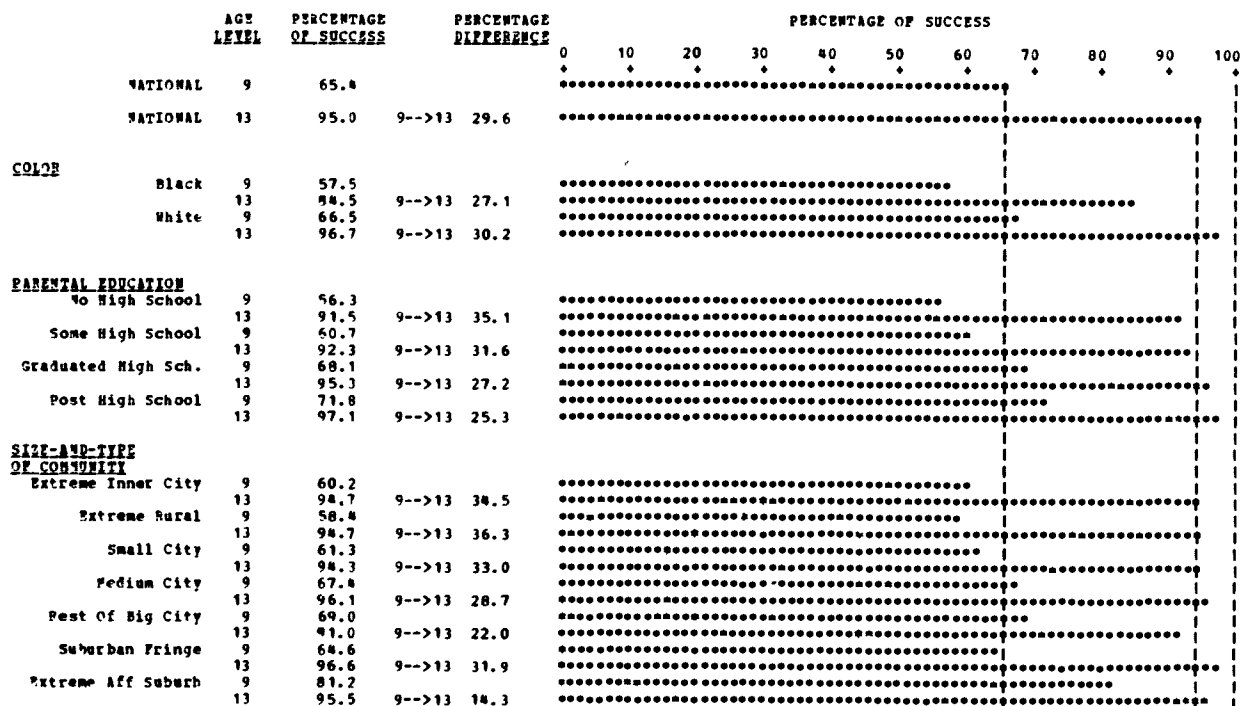
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
NATIONAL	9	65.4		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL	13	95.0	9-->13 29.6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
REGION	Southeast	9	62.0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	93.7	9-->13 31.6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	West	9	63.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	97.1	9-->13 33.6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Central	9	66.2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	95.7	9-->13 29.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Northeast	9	68.7		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	93.1	9-->13 24.6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
SEX	Male	9	63.0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	94.0	9-->13 31.0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female	9	67.9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	96.0	9-->13 28.1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

N02 06 3/1 03*1204011 910000V0
 T09 07 3/1 03*1204011 R10000V0

9 13
 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise R204, Subtheme B

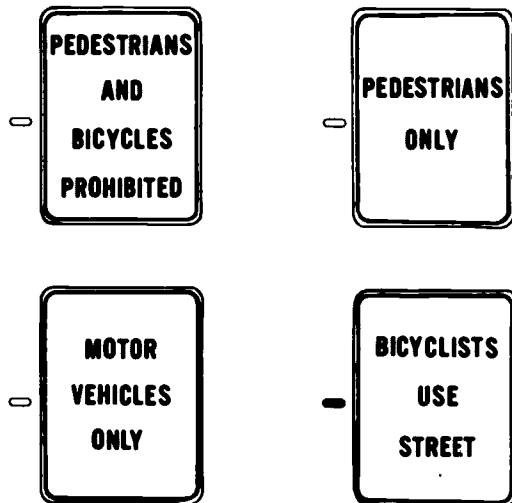
Exercise Administered at Ages 9 and 13

In order to see that the third gum wrapper enclosed a piece of bubble gum that would "stay sweet for a long time," the child would have to understand that the quoted expression and "it never loses its sugary flavor" were synonymous.

Exercise R205, Subtheme B

Exercise Administered at Ages 9, 13 and 17

Which sign shows where you should ride your bicycle?



☐ I don't know

N02 11 3/1 04*Y205011 R10000V0
T12 01 3/1 04*X205011 R10000V0
S06 01 3/1 04*X205011 R10000V0

9 13 17
9 13 17
9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
					0	10	20	30	40	50	60	70	80	90	100
NATIONAL		9	68.8		.....									
NATIONAL		13	89.3	9-->13 20.5	.....									
NATIONAL		17	96.1	13-->17 6.8 9-->17 27.3	.....									
REGION															
Southeast		9	60.5		.....									
		13	84.7	9-->13 24.2	.....									
		17	91.4	13-->17 6.7 9-->17 30.9	.....									
West		9	68.2		.....									
		13	90.1	9-->13 21.9	.....									
		17	97.5	13-->17 7.3 9-->17 29.2	.....									
Central		9	72.3		.....									
		13	89.1	9-->13 16.8	.....									
		17	96.3	13-->17 7.2 9-->17 24.0	.....									
Northeast		9	72.1		.....									
		13	93.4	9-->13 21.3	.....									
		17	98.2	13-->17 4.8 9-->17 26.1	.....									
SEX															
Male		9	69.1		.....									
		13	89.5	9-->13 20.4	.....									
		17	97.3	13-->17 7.8 9-->17 28.3	.....									
Female		9	68.6		.....									
		13	89.2	9-->13 20.6	.....									
		17	94.9	13-->17 5.7 9-->17 26.3	.....									

W02 11 3/1 04*X205011 R10000V0
 T12 11 3/1 04*X205011 R10000V0
 S06 01 3/1 04*X205011 R10000V0

9 13 17
 9 13 17
 9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
NATIONAL	9	68.8		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL	13	89.3	9-->13 20.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL	17	96.1	13-->17 6.8 9-->17 27.3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<u>COLOR</u>														
Black	9	44.0		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	77.7	9-->13 33.7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	86.2	13-->17 8.5 9-->17 42.1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
White	9	72.6		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	91.5	9-->13 18.9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	97.4	13-->17 5.9 9-->17 24.8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<u>PARTIAL EDUCATION</u>														
No High School	9	61.3		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	77.6	9-->13 16.3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	91.1	13-->17 13.4 9-->17 29.8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Some High School	9	77.1		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	86.9	9-->13 9.8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	94.4	13-->17 7.5 9-->17 17.3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Graduated High Sch.	9	67.4		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	90.1	9-->13 22.6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	96.7	13-->17 6.7 9-->17 29.3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Post High School	9	75.7		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	94.2	9-->13 18.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	97.6	13-->17 3.5 9-->17 22.0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL	9	68.8		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL	13	89.3	9-->13 20.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL	17IS	96.3	13-->17 7.0 9-->17 27.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<u>SIZE-AND-TYPE OF COMMUNITY</u>														
Extreme Inner City	9	50.4		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	84.1	9-->13 33.7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17IS	94.1	13-->17 10.0 9-->17 43.7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Extreme Rural	9	60.6		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	73.3	9-->13 12.7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17IS	96.6	13-->17 23.2 9-->17 36.0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Small City	9	69.4		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	89.7	9-->13 20.3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17IS	95.2	13-->17 5.5 9-->17 25.8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Medium City	9	67.2		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	87.7	9-->13 20.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17IS	94.5	13-->17 6.8 9-->17 27.3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rest Of Big City	9	73.2		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	92.9	9-->13 19.6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17IS	98.1	13-->17 5.3 9-->17 24.9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Suburban Fringe	9	72.8		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	94.1	9-->13 21.3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17IS	97.6	13-->17 3.5 9-->17 24.8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Extreme Aff Suburb	9	79.0		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	98.2	9-->13 19.2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17IS	99.7	13-->17 1.5 9-->17 20.7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

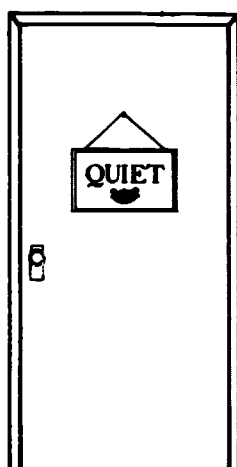
Exercise R205, Subtheme B

Exercise Administered at Ages 9, 13 and 17

In order to respond correctly to this exercise, a child would have had to know the meanings of pedestrians, motor vehicles and prohibited, and he would have to know that a bicyclist is one who rides a bicycle.

Exercise R206, Subtheme B

Exercise Administered at Ages 9 and 13



Look at the picture and fill in the oval beside the sentence which tells BEST what the drawing shows.

- ☐ A sign is hanging by the door.
- ☒ A sign is hanging on the door.
- ☐ A sign is hanging over the door.
- ☐ A sign is hanging near the door.
- ☐ I don't know.

N03 02 3/1 02*X206011 R10000V0
T03 15 3/1 02*X206011 R10000V0

9 13
9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS											
				0	10	20	30	40	50	60	70	80	90	100	
	NATIONAL	9	88.8		.....									
	NATIONAL	13	97.9	9-->13	9.1	.....								
REGION	Southeast	9	83.5		.....									
		13	97.2	9-->13	13.7	.....								
	West	9	86.8		.....									
		13	98.4	9-->13	11.6	.....								
	Central	9	93.0		.....									
		13	98.3	9-->13	5.3	.....								
	Northeast	9	90.5		.....									
		13	97.6	9-->13	7.2	.....								
SEX					.....									
	Male	9	86.0		.....									
		13	97.0	9-->13	10.9	.....								
	Female	9	91.5		.....									
		13	98.9	9-->13	7.4	.....								

NO2 02 3/1 02*X206011 R10000V0
T03 15 3/1 02*X206011 R10000V0

9 13
9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

				PERCENTAGE OF SUCCESS										
	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	0	10	20	30	40	50	60	70	80	90	100
NATIONAL	9	88.8		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL	13	97.9	9-->13 9.1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<u>COLOR</u>														
Black	9	70.6		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	96.6	9-->13 26.0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
White	9	91.3		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	98.1	9-->13 6.8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<u>PARENTAL EDUCATION</u>														
No High School	9	82.2		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	98.9	9-->13 16.7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Some High School	9	77.9		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	97.5	9-->13 19.6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Graduated High Sch.	9	89.5		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	98.9	9-->13 9.4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Post High School	9	94.5		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	97.9	9-->13 3.4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<u>SIZE-AND-TYPE OF COMMUNITY</u>														
Extreme Inner City	9	80.1		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	97.5	9-->13 17.3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Extreme Rural	9	89.3		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	97.9	9-->13 8.6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Small City	9	86.9		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	97.5	9-->13 10.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Medium City	9	89.4		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	97.5	9-->13 8.2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rest Of Big City	9	88.2		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	100.0	9-->13 11.8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Suburban Fringe	9	89.1		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	98.6	9-->13 9.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Extreme Aff Suburb	9	96.0		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	97.8	9-->13 1.8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Exercise R206, Subtheme B

Exercise Administered at Ages 9 and 13

This exercise required two things of the children who took it. First, it required that they be able to determine where the sign was hanging relative to the door, and second, they had to translate their perceptions into the proper preposition, in this case, on.

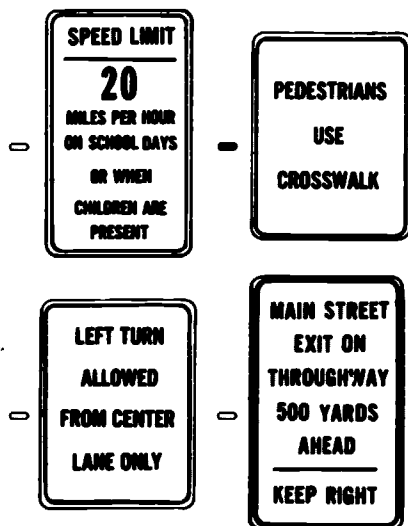
Exercise R208, Subtheme B

Exercise Administered at Ages 9 and 13

Some road signs tell people who are driving cars what to do.

Other signs tell people who are walking what to do.

If you are walking, which sign tells you what to do? Fill in the oval beside the correct sign.



☐ I don't know

404 36 3/1 03*X208011 R10000Y0
T08 75 3/1 03*X208011 R10000Y0

9 13
9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
					0	10	20	30	40	50	60	70	80	90	100
NATIONAL		9	87.3		.....									
NATIONAL		13	96.9	9-->13	.....									
REGION	South-east	9	80.2		.....									
		13	95.2	9-->13	.....									
	West	9	88.7		.....									
		13	96.2	9-->13	.....									
	Central	9	90.0		.....									
		13	97.7	9-->13	.....									
Northeast		9	89.5		.....									
		13	98.5	9-->13	.....									
SEX					.....									
	Male	9	86.0		.....									
		13	96.4	9-->13	.....									
	Female	9	88.6		.....									
														
		13	97.5	9-->13	.....									

W04 06 3/1 03*X208011 R10000V0
T08 05 3/1 03*X208011 R10000V0

9 13
9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE	PERCENTAGE	PERCENTAGE	PERCENTAGE OF SUCCESS										
		LEVEL	OF SUCCESS	DIFFERENCE	0	10	20	30	40	50	60	70	80	90	100
NATIONAL		9	87.3	*										
NATIONAL		13	96.9	9-->13 9.6*										
<u>COLOR</u>															
Black		9	73.3	*										
		13	91.0	9-->13 17.6*										
White		9	89.8	*										
		13	97.7	9-->13 8.0*										
<u>PARENTAL EDUCATION</u>															
No High School		9	81.2	*										
		13	94.0	9-->13 12.8*										
Some High School		9	73.0	*										
		13	97.0	9-->13 24.0*										
Graduated High Sch.		9	86.7	*										
		13	97.9	9-->13 11.1*										
Post High School		9	93.4	*										
		13	98.5	9-->13 5.0*										
<u>SIZE-AND-TYPE</u>															
<u>OF COMMUNITY</u>															
Extreme Inner City		9	81.0	*										
		13	91.6	9-->13 10.6*										
Extreme Rural		9	83.1	*										
		13	95.9	9-->13 12.8*										
Small City		9	87.4	*										
		13	96.2	9-->13 8.8*										
Medium City		9	85.0	*										
		13	96.6	9-->13 11.5*										
Rest Of Big City		9	86.5	*										
		13	95.7	9-->13 9.2*										
Suburban Fringe		9	90.3	*										
		13	99.4	9-->13 9.1*										
Extreme Aff Suburb		9	95.7	*										
		13	99.4	9-->13 3.7*										

Exercise R208, Subtheme B

Exercise Administered at Ages 9 and 13

This exercise required children to be able to determine that only the upper right hand sign pertained to a person who was walking. There were two ways a child could choose the correct sign: he could know the meaning of the word pedestrians (since only one sign referred to walkers), or he could eliminate the other three signs by figuring out that they all pertained to cars.

Exercise R209, Subtheme B

Exercise Administered at Ages 9 and 13

Look at the labels from two cans of dog food. One can has more protein in it than the other. Fill in the oval below the dog food that contains more protein.

Ash	3%
Crude fiber	17%
Crude protein	65%
Crude fat	11%
Moisture	4%
Vitamin E	trace
PREMIUM DOG FOOD	
A Beef Product	

Ash	2%
Crude fiber	45%
Crude protein	20%
Crude fat	30%
Moisture	3%
Vitamin E	trace
HEARTY DOG FOOD	
A Balanced Meal	

☐ I don't know.

W04 10 3/1 01*X209013 R00300V0
T12 05 3/1 01*X209013 R00300V0

9 13
9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
					0	10	20	30	40	50	60	70	80	90	100
NATIONAL		9	67.4		.....									
NATIONAL		13	80.5	9-->13 13.0	.....									
REGION	Southeast	9	60.6		.....									
		13	72.6	9-->13 11.9	.....									
	West	9	71.6		.....									
		13	82.3	9-->13 10.6	.....									
	Central	9	68.1		.....									
		13	81.8	9-->13 13.7	.....									
Northeast		9	69.1		.....									
		13	84.6	9-->13 15.6	.....									
SEX															
	Male	9	69.1		.....									
		13	80.2	9-->13 11.1	.....									
	Female	9	65.8		.....									
		13	80.7	9-->13 14.9	.....									

W04 10 3/1 01*209013 R03300Y3
 *12 05 3/1 01*209013 R00300Y0

9 13
 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
NATIONAL	9	67.4		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL	13	80.5	9-->13 13.0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
COLOE														
Black	9	65.2		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	66.4	9-->13 1.3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
White	9	67.6		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	82.7	9-->13 15.1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
PARTIAL EDUCATION														
No High School	9	65.0		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	68.9	9-->13 3.8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Some High School	9	65.9		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	75.1	9-->13 9.2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Graduated High Sch.	9	67.5		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	80.8	9-->13 13.3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Post High School	9	69.6		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	85.0	9-->13 15.4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
SIZE-AND-TYPE OF COMMUNITY														
Extreme Inner City	9	70.5		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	73.4	9-->13 2.9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Extreme Rural	9	56.3		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	70.3	9-->13 14.0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Small City	9	69.6		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	79.2	9-->13 9.6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Medium City	9	69.5		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	81.8	9-->13 12.3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rest Of Big City	9	63.8		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	86.7	9-->13 22.8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Suburban Fringe	9	64.5		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	81.2	9-->13 16.7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Extreme Aff Suburb	9	74.9		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	91.4	9-->13 16.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

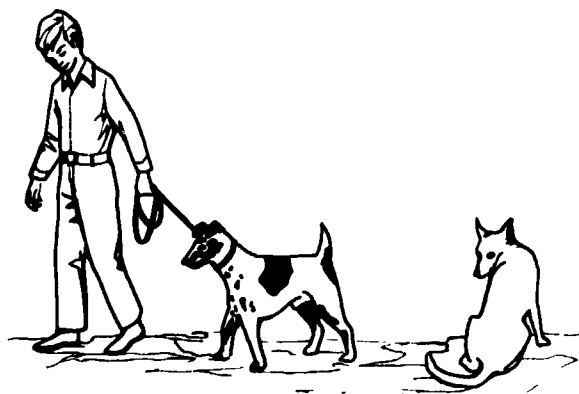
Exercise R209, Subtheme B

Exercise Administered at Ages 9 and 13

In order to respond correctly to this exercise, a child had to know that 65 was greater than 20, and ne had to assume that the HEAPTY can was not more than $3 \frac{1}{4}$ times larger than the PREMIUM can.

Exercise R210, Subtheme A

Exercise Administered at Ages 9 and 13



Look at the picture and fill in the oval beside the sentence which tells BEST what the drawing shows.

- ☐ The boy has two dogs on a leash.
- ☐ The boy is walking behind his dog.
- ☒ The dog on the leash has spots on it.
- ☐ The dog sitting down has spots on it.
- ☐ I don't know.

405 06 3/1 03*Y210011 H10000V0
T06 24 3/1 03*Y210011 H10000V0

9 13
9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
					0	10	20	30	40	50	60	70	80	90	100
NATIONAL		9	85.3	*										
NATIONAL		13	94.5	9-->13 9.3*										
REGION	Southeast	9	76.3	*										
		13	92.8	9-->13 16.5*										
	West	9	88.3	*										
		13	95.2	9-->13 6.9*										
	Central	9	90.2	*										
		13	95.8	9-->13 5.7*										
Northeast		9	84.9	*										
		13	94.2	9-->13 9.3*										
SEX	Male	9	83.4	*										
		13	93.3	9-->13 10.0*										
	Female	9	87.2	*										
		13	95.8	9-->13 8.6*										

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	APP LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
	NATIONAL	9	85.3											
	NATIONAL	13	94.5											
2.														
	Black	9	56.4											
	Black	13	46.6											
	White	9	42.7											
	White	13	26.1											
PARENTAL EDUCATION														
	No High School	9	75.2											
	No High School	13	91.4											
	Some High School	9	78.2											
	Some High School	13	94.6											
	Graduated High Sch.	9	87.1											
	Graduated High Sch.	13	95.0											
	Post High School	9	94.0											
	Post High School	13	96.7											
CITY-AND-TYPE OR COMMUNITY														
	Extreme Inner City	9	67.1											
	Extreme Inner City	13	85.9											
	Extreme Rural	9	79.7											
	Extreme Rural	13	92.3											
	Small City	9	86.2											
	Small City	13	95.1											
	Medium City	9	84.3											
	Medium City	13	95.5											
	Rest of Big City	9	86.7											
	Rest of Big City	13	92.2											
	Suburban Fringe	9	87.9											
	Suburban Fringe	13	95.3											
	Extreme Aff Suburb	9	94.9											
	Extreme Aff Suburb	13	97.0											

Exercise R210, Subtheme A

Exercise Administered at Ages 9 and 13

This exercise required 9- and 13-year-olds to evaluate four different descriptions of a picture and decide which description was most accurate. The instructions to the child imply that there is no correct response, but only a best one. This may mean that even though half of the sitting dog is hidden, and the hidden part may be laden with spots, the third alternative is preferred because it is more readily verifiable.

Exercise R214, Subtheme C

Exercise Administered at Ages 9, 13 and 17

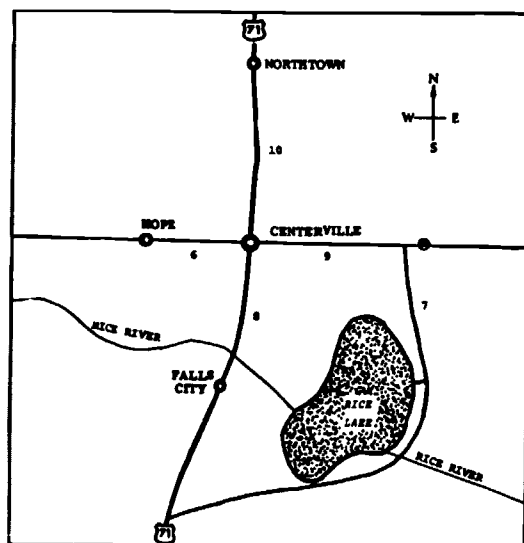
Look at the road map and read each sentence carefully. If what the sentence says is true, fill in the oval beside "True." If what the sentence says is not true, fill in the oval beside "False." If you can't decide if the sentence is true or false, fill in the oval beside "I don't know."

A. By car Northtown is closer to Rice Lake than to Hope.

☐ True

☐ False

☐ I don't know.



W08 06 3/1 02*X214013 R00300V0
T10 03 3/1 02*X214013 R00300V0
S06 06 3/1 02*X214013 R00300V0

9 13 17
9 13 17
9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
REGION	NATIONAL	9	78.5											
	NATIONAL	13	85.1	9-->13	6.6									
	NATIONAL	17	95.3	13-->17	10.2									
				9-->17	16.8									
	Southeast	9	73.3											
		13	78.1	9-->13	4.8									
		17	93.3	13-->17	15.2									
	West	9	77.7											
		13	87.1	9-->13	9.4									
		17	95.4	13-->17	8.3									
	Central	9	79.2											
		13	87.4	9-->13	8.2									
		17	95.3	13-->17	8.0									
SEX	Northeast	9	81.9											
		13	87.4	9-->13	5.6									
		17	96.7	13-->17	9.2									
				9-->17	14.8									
	Male	9	76.1											
		13	83.6	9-->13	7.6									
		17	94.9	13-->17	11.2									
	Female	9	80.9											
		13	86.4	9-->13	5.5									
		17	95.8	13-->17	9.3									
				9-->17	14.8									

NDR 36 3/1 02=K214013 703300V0
 710 33 3/1 02=K214013 703300V0
 704 36 3/1 02=Y214013 800300V0

4 13 17
 4 13 17
 4 13 17

NATIONAL AND GROUP PERCENTAGE OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS									
				20	30	40	50	60	70	80	90	100	
NATIONAL	9	78.5		.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL	13	85.1	9-->13 6.6	.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL	17	95.3	13-->17 10.2 9-->17 16.8	.....	.....	.....	.....	.....	.....	.....	.....	.....
RACE													
Black	9	60.7		.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	75.5	9-->13 14.8	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	90.4	13-->17 14.9 9-->17 29.7	.....	.....	.....	.....	.....	.....	.....	.....	.....
White	9	81.4		.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	87.2	9-->13 5.7	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	96.0	13-->17 8.8 9-->17 14.6	.....	.....	.....	.....	.....	.....	.....	.....	.....
PARENTAL EDUCATION													
No High School	9	64.0		.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	75.5	9-->13 11.4	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	90.2	13-->17 14.7 9-->17 26.1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Some High School	9	75.1		.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	83.5	9-->13 8.3	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	95.4	13-->17 11.9 9-->17 20.2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Graduated High Sch.	9	81.4		.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	86.2	9-->13 4.2	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	96.6	13-->17 10.4 9-->17 14.6	.....	.....	.....	.....	.....	.....	.....	.....	.....
Post High School	9	85.6		.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	84.6	9-->13 3.0	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	96.3	13-->17 7.7 9-->17 10.7	.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL	9	78.5		.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL	13	85.1	9-->13 6.6	.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL	17IS	95.3	13-->17 10.3 9-->17 16.9	.....	.....	.....	.....	.....	.....	.....	.....	.....
SIZE-AND-TYPE OF COMMUNITY													
Extreme Inner City	9	63.6		.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	81.6	9-->13 18.0	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17IS	96.9	13-->17 15.2 9-->17 33.2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Extreme Rural	9	69.0		.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	76.8	9-->13 7.8	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17IS	95.8	13-->17 19.0 9-->17 26.7	.....	.....	.....	.....	.....	.....	.....	.....	.....
Small City	9	78.6		.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	85.7	9-->13 7.1	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17IS	90.6	13-->17 8.9 9-->17 15.9	.....	.....	.....	.....	.....	.....	.....	.....	.....
Medium City	9	76.6		.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	84.4	9-->13 7.8	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17IS	94.9	13-->17 10.6 9-->17 18.4	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rest Of Big City	9	92.5		.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	96.0	9-->13 3.5	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17IS	93.7	13-->17 7.7 9-->17 11.2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Suburban Fringe	9	80.0		.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	89.5	9-->13 8.5	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17IS	96.6	13-->17 8.1 9-->17 16.6	.....	.....	.....	.....	.....	.....	.....	.....	.....
Extreme Aff Suburb	9	88.8		.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	90.1	9-->13 1.3	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17IS	96.0	13-->17 5.9 9-->17 7.2	.....	.....	.....	.....	.....	.....	.....	.....	.....

B. You can drive all the way from Northtown to Falls City on Highway 71.

☒ True

☐ False

☐ I don't know.

N08 06 4/1 01*X214023 900300V0
T1C 03 4/1 01*X214023 900300V0
S06 06 4/1 01*X214023 900300V0

9 13 17
9 13 17
9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
NATIONAL	9	81.9		+	+	+	+	+	+	+	+	+	+	+
	13	95.2	9-->13 13.3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	98.2	13-->17 3.0 9-->17 16.3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
REGION	Southeast	9	74.8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		13	92.6	9-->13 17.8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		17	97.8	13-->17 5.3 9-->17 23.0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	West	9	81.8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		13	96.5	9-->13 14.7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		17	98.3	13-->17 1.8 9-->17 16.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Central	9	86.8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		13	95.8	9-->13 9.0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		17	97.7	13-->17 1.9 9-->17 10.9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Northeast	9	81.0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		13	95.8	9-->13 13.7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		17	98.9	13-->17 3.1 9-->17 16.8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
SEX		9	82.2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		13	95.3	9-->13 13.0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		17	97.9	13-->17 2.6 9-->17 15.7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Female	9	81.6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		13	95.1	9-->13 13.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		17	98.5	13-->17 3.4 9-->17 16.9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

W08 06 4/1 01*X214023 R00300V0
 T10 03 4/1 01*X214023 R00300V0
 S06 06 4/1 01*X214023 R00300V0

9 13 17
 9 13 17
 9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE	PERCENTAGE	PERCENTAGE	PERCENTAGE OF SUCCESS										
		LEVEL	OF SUCCESS	DIFFERENCE	0	10	20	30	40	50	60	70	80	90	100
		NATIONAL	9	91.9											
		NATIONAL	13	95.2	9-->13	13.3									
		NATIONAL	17	98.2	13-->17	3.0									
				9-->17	16.3										
		COLOR													
		Black	9	60.8											
			13	86.4	9-->13	25.6									
			17	97.9	13-->17	11.5									
				9-->17	37.1										
		White	9	85.1											
			13	97.1	9-->13	12.0									
			17	98.4	13-->17	1.3									
				9-->17	13.3										
		PARENTAL EDUCATION													
		No High School	9	65.6											
			13	87.7	9-->13	22.1									
			17	97.6	13-->17	9.9									
				9-->17	32.0										
		Some High School	9	79.3											
			13	96.0	9-->13	16.7									
			17	98.1	13-->17	2.1									
				9-->17	18.8										
		Graduated High Sch.	9	82.2											
			13	95.5	9-->13	13.3									
			17	98.4	13-->17	2.9									
				9-->17	16.2										
		Post High School	9	91.3											
			13	97.3	9-->13	6.0									
			17	98.4	13-->17	1.1									
				9-->17	7.1										
		NATIONAL	9	91.9											
		NATIONAL	13	95.2	9-->13	13.3									
		NATIONAL	17IS	98.2	13-->17	3.1									
				9-->17	16.3										
		SIZE-AND-TYPE													
		OF COMMUNITY													
		Extreme Inner City	9	59.5											
			13	89.3	9-->13	29.9									
			17IS	97.2	13-->17	7.9									
				9-->17	37.7										
		Extreme Rural	9	79.7											
			13	91.4	9-->13	11.6									
			17IS	97.2	13-->17	5.9									
				9-->17	17.5										
		Small City	9	81.9											
			13	96.1	9-->13	14.2									
			17IS	97.7	13-->17	1.6									
				9-->17	15.9										
		Medium City	9	80.3											
			13	96.0	9-->13	15.7									
			17IS	98.5	13-->17	2.4									
				9-->17	18.1										
		Rest Of Big City	9	83.3											
			13	95.6	9-->13	12.3									
			17IS	98.1	13-->17	2.6									
				9-->17	14.8										
		Suburban Fringe	9	86.4											
			13	95.9	9-->13	9.5									
			17IS	99.3	13-->17	3.4									
				9-->17	12.9										
		Extreme Aff Suburb	9	90.2											
			13	98.7	9-->13	8.5									
			17IS	99.0	13-->17	0.2									
				9-->17	8.8										

C. Hope is the town closest to Centerville.

☒ True

☐ False

☐ I don't know.

L

W08 06 5/1 01*X214033 R00300V0
T10 03 5/1 01*X214033 R00300V0
S06 06 5/1 01*X214033 R00300V0

9 13 17
9 13 17
9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
					0	10	20	30	40	50	60	70	80	90	100
		NATIONAL	9	85.4											
		NATIONAL	13	95.6	9-->13	10.2									
		NATIONAL	17	98.5	13-->17	2.9									
				9-->17	13.1										
REGION															
		Southeast	9	79.2											
			13	93.4	9-->13	14.2									
			17	97.2	13-->17	3.7									
				9-->17	17.9										
		West	9	85.6											
			13	95.9	9-->13	10.4									
			17	98.6	13-->17	2.7									
				9-->17	13.1										
		Central	9	88.4											
			13	96.4	9-->13	8.0									
			17	99.6	13-->17	3.2									
				9-->17	11.2										
		Northeast	9	86.7											
			13	96.6	9-->13	9.9									
			17	98.2	13-->17	1.6									
				9-->17	11.5										
SEX															
		Male	9	82.9											
			13	94.3	9-->13	11.3									
			17	98.3	13-->17	4.0									
				9-->17	15.4										
		Female	9	87.9											
			13	96.9	9-->13	9.0									
			17	98.7	13-->17	1.8									
				9-->17	10.8										

NCB 06 5/1 01-X214033 R00100V0
 112 11 5/1 01-X214033 R00100V0
 106 06 5/1 01-X214033 R00100V0

9 11 17
 9 11 17
 9 11 17

NATIONAL AND GROUP PE CENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
NATIONAL	9	85.4		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL	13	95.6	9-->13 10.2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL	17	98.5	13-->17 2.9 9-->17 13.1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<u>COLOR</u>														
Black	9	67.4		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	88.0	9-->13 20.4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	96.3	13-->17 8.3 9-->17 28.7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
White	9	88.0		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	97.2	9-->13 9.1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	98.8	13-->17 1.6 9-->17 10.7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<u>PARENTAL EDUCATION</u>														
No High School	9	77.5		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	90.1	9-->13 12.6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	96.8	13-->17 6.7 9-->17 19.3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Some High School	9	76.9		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	94.9	9-->13 18.0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	97.6	13-->17 2.6 9-->17 20.7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Graduated High Sch.	9	85.9		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	96.5	9-->13 10.6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	98.1	13-->17 1.6 9-->17 12.2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Post High School	9	93.2		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	97.4	9-->13 4.2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	99.7	13-->17 2.3 9-->17 6.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL	9	85.4		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL	13	95.6	9-->13 10.2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL	17IS	98.6	13-->17 2.9 9-->17 13.1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<u>SIZE AND TYPE OF COMMUNITY</u>														
Extreme Inner City	9	68.5		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	92.0	9-->13 23.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17IS	98.5	13-->17 6.5 9-->17 30.0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Extreme Rural	9	81.9		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	92.6	9-->13 8.7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17IS	98.4	13-->17 5.8 9-->17 14.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Small City	9	83.8		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	96.4	9-->13 12.6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17IS	98.2	13-->17 1.8 9-->17 14.4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Medium City	9	85.7		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	97.8	9-->13 8.1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17IS	97.9	13-->17 4.1 9-->17 12.2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rest Of Big City	9	88.6		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	99.1	9-->13 10.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17IS	98.4	13-->17 -0.7 9-->17 9.8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Suburban Fringe	9	86.6		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	94.7	9-->13 10.1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17IS	99.3	13-->17 2.7 9-->17 12.8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Extreme Aff Suburo	9	92.4		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	13	100.0	9-->13 7.6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17IS	99.6	13-->17 -0.4 9-->17 7.3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

D. Centerville is farther west than Hope.

☐ True

☒ False

☐ I don't know.

N08 06 6/1 02*X214043 R00300V0
T10 03 6/1 02*X214043 R00300V0
S06 06 6/1 02*X214043 R00300V0

9 13 17
9 13 17
9 13 17

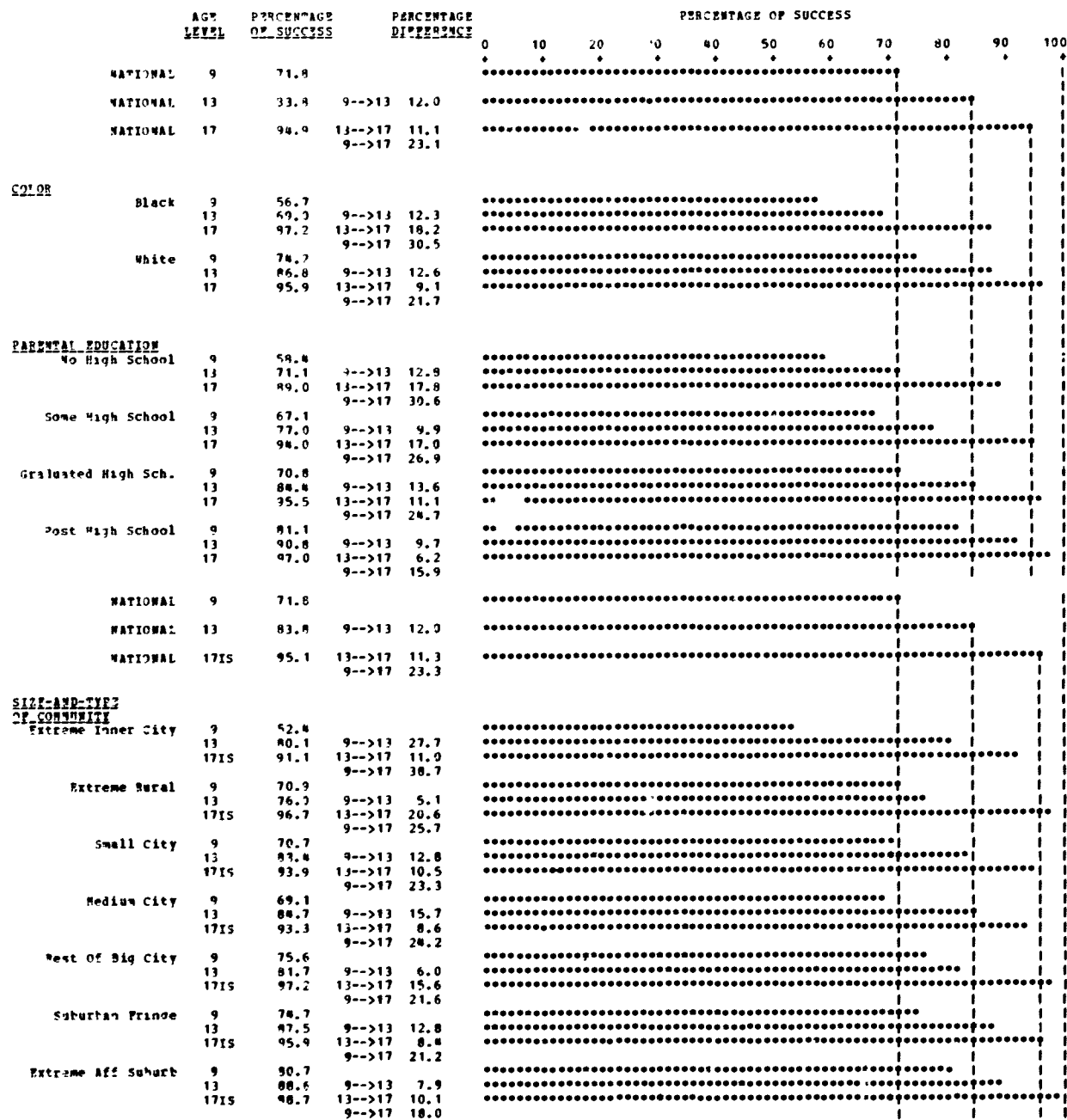
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
					0	10	20	30	40	50	60	70	80	90	100
		NATIONAL	9	71.8	.....									
		NATIONAL	13	83.8	9-->13	12.0	.....							
		NATIONAL	17	94.9	13-->17	11.1	.....							
				9-->17	23.1	.....								
REGION															
		Southeast	9	65.3	.....									
			13	79.6	9-->13	14.3	.....							
			17	89.8	13-->17	10.2	.....							
				9-->17	24.5	.....								
		West	9	67.1	.....									
			13	84.5	9-->13	17.5	.....							
			17	94.3	13-->17	9.8	.....							
				9-->17	27.3	.....								
		Central	9	76.2	.....									
			13	84.7	9-->13	8.6	.....							
			17	97.5	13-->17	12.8	.....							
				9-->17	21.4	.....								
		Northeast	9	75.1	.....									
			13	86.1	9-->13	10.9	.....							
			17	96.2	13-->17	10.1	.....							
				9-->17	21.0	.....								
SEX															
		Male	9	70.6	.....									
			13	83.8	9-->13	13.2	.....							
			17	94.8	13-->17	11.0	.....							
				9-->17	14.2	.....								
		Female	9	73.0	.....									
			13	83.7	9-->13	10.7	.....							
			17	95.0	13-->17	11.3	.....							
				9-->17	22.0	.....								

W09 06 6/1 02*X214043 R03000V0
 W10 03 6/1 02*X214043 R00300V0
 S06 06 6/1 02*X214043 R03000V0

9 13 17
 9 13 17
 9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



E. Highway 20 runs on the south side of Rice River.

☐ True

☒ False

☐ I don't know.

808 06 7/1 02*214053 800300Y0
 T10 03 7/1 02*214053 800300Y0
 506 06 7/1 02*214053 800300Y0

9 13 17
 9 13 17
 9 13 17

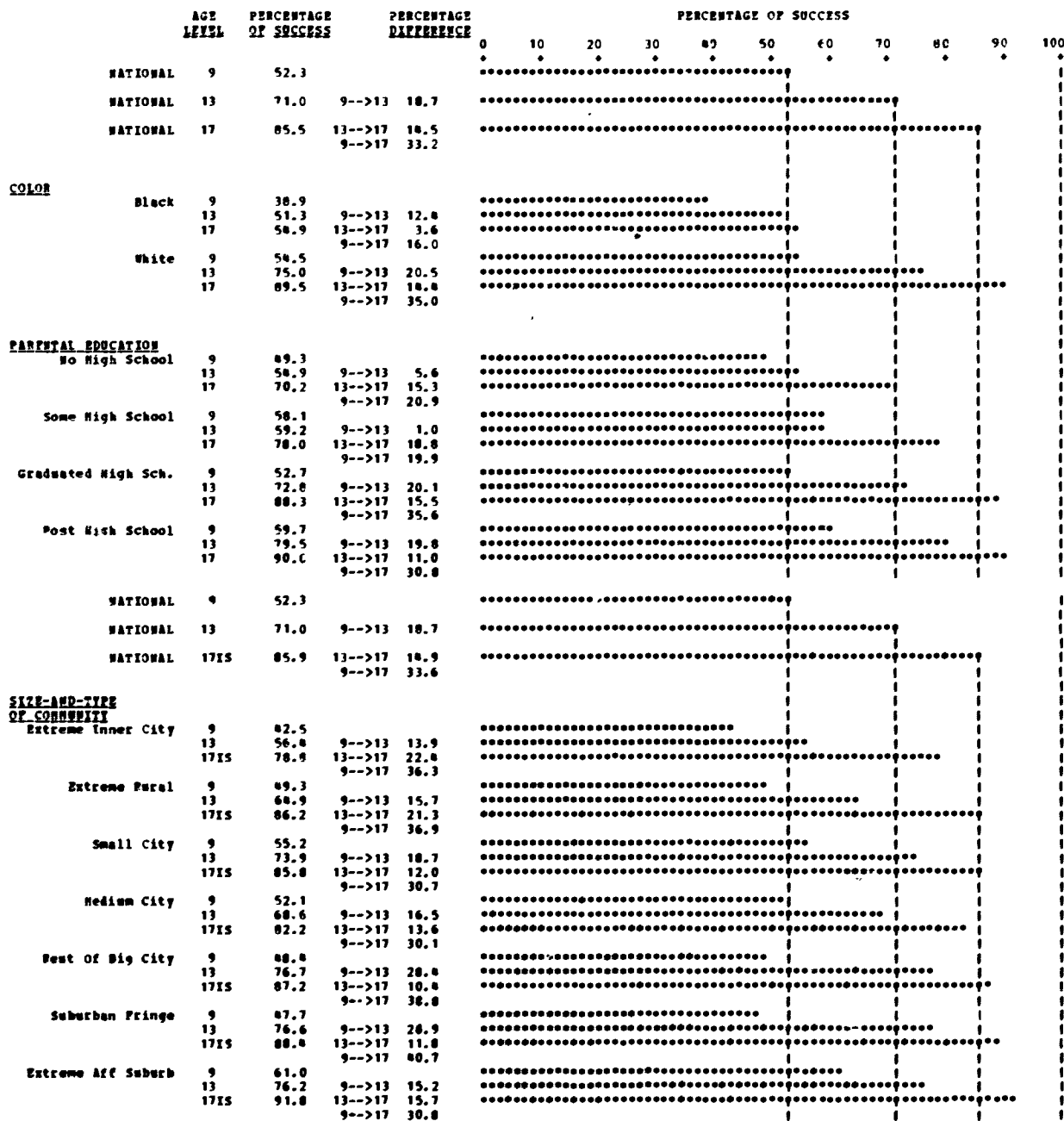
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
					0	10	20	30	40	50	60	70	80	90	100
NATIONAL		9	52.3		.....									
NATIONAL		13	71.0	9-->13 18.7	.....									
NATIONAL		17	85.5	13-->17 14.5 9-->17 33.2	.....									
REGION															
Southeast		9	48.3		.....									
		13	62.6	9-->13 14.3	.....									
		17	77.7	13-->17 15.1 9-->17 29.4	.....									
West		9	45.4		.....									
		13	73.0	9-->13 27.5	.....									
		17	84.3	13-->17 11.3 9-->17 38.8	.....									
Central		9	55.8		.....									
		13	74.9	9-->13 19.1	.....									
		17	89.3	13-->17 14.4 9-->17 33.5	.....									
Northeast		9	56.2		.....									
		13	73.0	9-->13 16.8	.....									
		17	88.0	13-->17 15.0 9-->17 31.8	.....									
SEX															
Male		9	53.1		.....									
		13	71.8	9-->13 18.7	.....									
		17	87.1	13-->17 15.3 9-->17 34.0	.....									
Female		9	51.5		.....									
		13	70.2	9-->13 18.7	.....									
		17	83.9	13-->17 13.6 9-->17 32.4	.....									

408 06 7/1 02=X21W053 R0030010
 T10 03 7/1 02=X21W053 R0030070
 506 06 7/1 02=X21W053 R0030070

9 13 17
 9 13 17
 9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise R214, Subtheme C

Exercise Administered at Ages 9, 13 and 17

The five parts of this question all asked children to answer questions using the map provided. The map reading skills involved included: translating distances on a map into distances between places, determining whether particular routes existed, reading relative distances and determining relative positions.

Exercise R219, Subtheme C

Exercise Administered at Ages 13, 17 and Adult

Read the passage and look at the chart, then complete the sentence below it.

This chart shows the number of fatal accidents (broken line) and the number of vehicle miles (solid line) in California, arranged according to the hour of the day.*

*material deleted due
to copyright restrictions*

Most fatal accidents occurred between

- ☐ 1 a.m. and 2 a.m.
☒ 2 a.m. and 3 a.m.
☐ 4 a.m. and 5 a.m.
☐ 6 a.m. and 7 a.m.
☐ 7 a.m. and 8 a.m.
☐ I don't know.

*Youth at the Wheel, Harold T. Glenn, reprinted by permission of Chas. A. Bennett Co., Inc.

T03 11 3/1 02*1219013 #00300V0
S04 15 3/1 02*1219013 #00300V0
A04 10 3/1 02*1219013 #00300V0

13 17 A
13 17 A
13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
					0	10	20	30	40	50	60	70	80	90	100
NATIONAL		13	53.5		.....									
NATIONAL		17	73.7	13-->17 20.2	.....									
NATIONAL		Ad	73.6	17-->Ad -0.1 13-->Ad 20.2	.....									
REGION					.....									
Southeast	13	42.5			.....									
	17	60.4	13-->17 17.8		.....									
	Ad	56.5	17-->Ad -3.8 13-->Ad 14.0		.....									
West	13	56.0			.....									
	17	75.0	13-->17 19.0		.....									
	Ad	78.3	17-->Ad 3.3 13-->Ad 22.3		.....									
Central	13	57.6			.....									
	17	80.0	13-->17 22.4		.....									
	Ad	80.3	17-->Ad 0.4 13-->Ad 22.8		.....									
Northeast	13	56.6			.....									
	17	75.9	13-->17 19.3		.....									
	Ad	74.1	17-->Ad -1.8 13-->Ad 17.5		.....									
SEX					.....									
Male	13	53.9			.....									
	17	75.9	13-->17 22.0		.....									
	Ad	79.1	17-->Ad 3.2 13-->Ad 25.2		.....									
Female	13	53.0			.....									
	17	71.3	13-->17 18.3		.....									
	Ad	69.3	17-->Ad -3.0 13-->Ad 15.4		.....									

T03 11 3/1 02-K219013 R00300V0
 S04 15 3/1 02-K219013 R00300V0
 A06 10 3/1 02-K219013 R00300V0

13 17 A
 13 17 A
 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE	PERCENTAGE	PERCENTAGE	PERCENTAGE OF SUCCESS										
		LEVEL	OF SUCCESS	DIFFERENCE	0	10	20	30	40	50	60	70	80	90	100
NATIONAL		13	53.5		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL		17	73.7	13-->17 20.2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL		Ad	73.6	17-->Ad -0.1 13-->Ad 20.2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<u>C2109</u>															
Black	13	28.1		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	41.2	13-->17 12.9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Ad	45.5	17-->Ad 5.3 13-->Ad 18.3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
White	13	58.4		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	78.0	13-->17 19.6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Ad	77.0	17-->Ad -1.0 13-->Ad 18.6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<u>PARENTAL EDUCATION</u>															
No High School	13	37.5		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	49.4	13-->17 12.4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Ad	60.5	17-->Ad 10.6 13-->Ad 23.0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Some High School	13	44.0		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	59.2	13-->17 15.2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Ad	69.0	17-->Ad 9.7 13-->Ad 24.9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Graduated High Sch.	13	53.0		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	72.0	13-->17 19.0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Ad	79.2	17-->Ad 7.2 13-->Ad 26.2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Post High School	13	64.3		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	85.2	13-->17 20.9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Ad	89.5	17-->Ad 4.3 13-->Ad 25.2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL		13	53.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL		17IS	74.4	13-->17 20.9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<u>SIZE-AND-TYPE</u>															
<u>OF COMMUNITY</u>															
Extreme Inner City	13	18.5		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17IS	54.3	13-->17 15.9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Extreme Rural	13	46.3		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17IS	66.1	13-->17 19.8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Small City	13	53.5		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17IS	73.6	13-->17 20.0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Medium City	13	55.4		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17IS	73.6	13-->17 18.3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Part Of Big City	13	49.7		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17IS	78.6	13-->17 28.8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Suburban Fringe	13	56.8		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17IS	78.7	13-->17 21.9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Extreme Aff Suburb	13	63.1		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17IS	84.8	13-->17 21.8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Exercise R219, Subtheme C

Exercise Administered at Ages 13, 17 and Adult

Respondents were asked to find the modal group in this exercise.

Exercise R220, Subtheme C

Exercise Administered at Ages 13, 17 and Adult

Read the passage and look at the chart, then answer the question which follows it.

This chart shows the number of fatal accidents (broken line) and the number of vehicle miles (solid line) in California, arranged according to the hour of the day.*

*material deleted due
to copyright
restrictions*

All but one of the following factual conclusions can be reached from the data presented. Which statement goes beyond the data given in the chart?

- ☐ Fewer fatal accidents occur during the day than at night.
- ☐ Driving at a time when most people would be sleepy is dangerous.
- ☒ Eating a good lunch tends to keep drivers alert to driving hazards.
- ☐ Traffic becomes heavier at the end of the working day than at the beginning.
- ☐ Just because there are few vehicles on the road is no reason to relax one's safety precautions.
- ☐ I don't know.

*Youth at the Wheel, Harold T. Glenn, reprinted by permission of Chas. A. Bennett Co., Inc.

T04 08 3/1 03*1220013 R00300V0 13 17 A
S08 01 3/1 03*122.013 R00300V0 13 17 A
A03 15 3/1 03*1220013 R00300V0 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
REGION	NATIONAL	13	16.7		.....								
	NATIONAL	17	34.9	13-->17	18.3	.....							
	NATIONAL	Ad	43.2	17-->Ad	8.2	.....							
				13-->Ad	26.5	.....							
	Southeast	13	16.3		.....								
		17	22.2	13-->17	5.9	.....							
		Ad	36.6	17-->Ad	14.5	.....							
	West	13	17.0		.....								
		17	37.9	13-->17	21.0	.....							
		Ad	44.1	17-->Ad	6.2	.....							
	Central	13	17.0		.....								
		17	37.4	13-->17	20.3	.....							
		Ad	42.2	17-->Ad	4.8	.....							
SEX	Northeast	13	16.3		.....								
		17	40.6	13-->17	24.3	.....							
		Ad	47.4	17-->Ad	6.8	.....							
				13-->Ad	31.1	.....							
	Male	13	17.2		.....								
		17	35.0	13-->17	17.8	.....							
		Ad	48.4	17-->Ad	13.4	.....							
	Female	13	16.1		.....								
		17	34.8	13-->17	18.7	.....							
		Ad	38.1	17-->Ad	3.3	.....							
				13-->Ad	22.0	.....							

T04 J8 3/1 03*X220013 300300V0
 S09 J1 3/1 03*X220013 300300V0
 A03 15 3/1 03*X220013 300300V0

13 17 A
 13 17 A
 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE	PERCENTAGE	PERCENTAGE	PERCENTAGE OF SUCCESS										
		LEVEL	OF SUCCESS	DIFFERENCE	0	10	20	30	40	50	60	70	80	90	100
NATIONAL		13	16.7		.....									
NATIONAL		17	34.9	13-->17 18.3	.....	.....							
NATIONAL		Ad	43.2	17-->Ad 8.2	.....	.....	.....					
				13-->Ad 26.5	.....	.....	.....	.....			
<u>COLOR</u>															
Black		13	9.3		.....									
		17	22.3	13-->17 13.1	.....	.....							
		Ad	24.7	17-->Ad 2.4	.....	.....	.....					
				13-->Ad 15.5	.....	.....	.....	.....			
White		13	17.8		.....									
		17	37.0	13-->17 19.2	.....	.....	.....					
		Ad	45.6	17-->Ad 8.7	.....	.....	.....	.....			
				13-->Ad 27.8	.....	.....	.....	.....	.....	
<u>PARENTAL EDUCATION</u>															
No High School		13	14.2		.....									
		17	23.1	13-->17 8.9	.....	.....							
		Ad	30.6	17-->Ad 7.5	.....	.....	.....					
				13-->Ad 16.4	.....	.....	.....	.....			
Some High School		13	13.8		.....									
		17	20.1	13-->17 6.3	.....	.....							
		Ad	44.8	17-->Ad 24.7	.....	.....	.....	.....			
				13-->Ad 31.0	.....	.....	.....	.....	.....	
Graduated High Sch.		13	13.1		.....									
		17	36.0	13-->17 22.9	.....	.....	.....					
		Ad	43.8	17-->Ad 7.8	.....	.....	.....	.....			
				13-->Ad 30.7	.....	.....	.....	.....	.....	
Post High School		13	22.5		.....									
		17	43.1	13-->17 20.7	.....	.....	.....	.....	.....	
		Ad	60.1	17-->Ad 16.9	.....	.....	.....	.....	.....	.....
				13-->Ad 37.6	.....	.....	.....	.....	.....	.....	.....
NATIONAL		13	16.7		.....									
NATIONAL		17IS	35.4	13-->17 18.8	.....	.....	.....					
<u>SIZE-AND-TYPE</u>															
<u>OF COMMUNITY</u>															
Extreme Inner City		13	8.9		.....									
		17IS	23.9	13-->17 15.0	.....	.....							
Extreme Rural		13	16.5		.....									
		17IS	27.4	13-->17 10.8	.....	.....	.....					
Small City		13	16.0		.....									
		17IS	31.4	13-->17 15.4	.....	.....	.....	.....			
Medium City		13	15.6		.....									
		17IS	35.7	13-->17 20.1	.....	.....	.....	.....	.....	
Rest Of Big City		13	21.1		.....									
		17IS	41.3	13-->17 20.2	.....	.....	.....	.....	.....	.....
Suburban Fringe		13	18.0		.....									
		17IS	37.3	13-->17 19.3	.....	.....	.....	.....	.....	.....	.....
Extreme Aff Suburb		13	21.2		.....									
		17IS	50.9	13-->17 29.7	.....	.....	.....	.....	.....	.....	.....	.....

Exercise R220, Subtheme C

Exercise Administered at Ages 13, 17 and Adult

The respondents were asked to determine which alternative was unrelated to the chart.

Exercise R226, Subtheme D

Exercise Administered at Ages 13 and 17

Look at the following report card. What period of time do these grades cover?

- ☒ The first reporting period
- ☐ The second reporting period
- ☐ The entire semester
- ☐ The entire year
- ☐ I don't know.

JONES, RICHARD STUDENT NAME		100902843 STUDENT NUMBER		10 GRADE		0017 HOME ROOM	
REPORT CARD							
WILL AB HIGH SCHOOL NAME		PERIOD ENDING 11/25/89		TO INTERPRET MARKS SEE BELOW			
GRADE	COURSE TITLE	MARK	PERCENTAGE	GRADE	COURSE TITLE	MARK	PERCENTAGE
01	SPAN 5B/AB	A	2			81568	TUCKER
02	LIFE SCI	B	2			81488	MARCEY
03	INT ENG 3 4	B+	2			80158	B. SMITH
04	BOYS PE 10	C	2			81030	CARR
05	SECUR EVENTS	C	2			81150	RABINOVITZ
06	ALG 5B 7B	C	2			81250	ROHNS

JONES, RICHARD STUDENT NAME		100902843 STUDENT NUMBER		GRADE THIS PERIOD 2 80 GRADE THIS SEMESTER		JONES, RICHARD 722 HEWLEY ST SANTA ROSA CA 95404	
LEGEND							
SCHOLASTIC MARKS				CITIZENSHIP COMMENTS CODE			
A OUTSTANDING B GOOD C SATISFACTORY D MINIMUM ACADEMATIC F FAILING I INCOMPLETE NR NO MARK CR CREDIT WP WITHDRAWN PASSING WF WITHDRAWN FAILING P PENDING				0 STUDENT SHOWS EXCELLENT WORK 1 STUDENT IS PROGRESSING SATISFACTORILY 2 STUDENT IS IMPROVING IN THIS COURSE 3 STUDENT ACHIEVING BELOW APPARENT ABILITY 4 BOOKS OR MATERIALS NOT BROUGHT TO CLASS 5 ASSIGNMENTS ARE NOT COMPLETED REGULARLY 6 POOR ATTENDANCE IS AFFECTING SCHOOL WORK 7 STUDY HABITS NEED IMPROVING 8 BEHAVIOR NEEDS IMPROVING 9 PLEASE CONTACT TEACHER THROUGH COUNSELOR			

T06 09 3/1 01*X226013 R00300V0
S04 04 3/1 01*X226013 R00300V0

13 17
13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS											
					0	10	20	30	40	50	60	70	80	90	100	
		NATIONAL	13	82.0	.....										
		NATIONAL	17	91.5	13-->17	9.5									
REGION	Southeast	13	78.9		.....										
		17	84.6	13-->17	5.8	.....									
	West	13	74.7		.....										
		17	89.9	13-->17	15.2	.....									
	Central	13	85.9		.....										
		17	95.0	13-->17	9.1	.....									
	Northeast	13	88.0		.....										
		17	94.5	13-->17	6.5	.....									
SEX					.....										
	Male	13	80.1		.....										
		17	90.9	13-->17	10.8	.....									
	Female	13	84.0		.....										
	17	92.1	13-->17	8.1	.....										

T06 J9 3/1 01*1226013 R00300V0
 578 J8 3/1 01*1226013 R00300V0

13 17
 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE	PERCENTAGE	PERCENTAGE	PERCENTAGE OF SUCCESS										
		LEVEL	OF SUCCESS	DIFFERENCE	0	10	20	30	40	50	60	70	80	90	100
NATIONAL		13	82.0		.....									
NATIONAL		17	91.5	13-->17 9.5	.....									
<u>COLO2</u>															
Black		13	70.1		.....									
		17	81.6	13-->17 11.5	.....									
White		13	84.3		.....									
		17	93.0	13-->17 8.7	.....									
<u>PARENTAL EDUCATION</u>															
No High School		13	70.5		.....									
		17	82.3	13-->17 11.8	.....									
Some High School		13	84.6		.....									
		17	85.5	13-->17 1.0	.....									
Graduated High Sch.		13	82.8		.....									
		17	92.2	13-->17 9.4	.....									
Post High School		13	85.2		.....									
		17	95.2	13-->17 9.9	.....									
NATIONAL		13	82.0		.....									
NATIONAL		17IS	91.9	13-->17 9.9	.....									
<u>SIZE-AND-TYPE</u>															
<u>OF COMMUNITY</u>															
Extreme Inner City		13	68.7		.....									
		17IS	84.7	13-->17 15.9	.....									
Extreme Rural		13	78.5		.....									
		17IS	90.4	13-->17 11.9	.....									
Small City		13	93.5		.....									
		17IS	90.5	13-->17 7.0	.....									
Medium City		13	81.8		.....									
		17IS	92.1	13-->17 10.3	.....									
Rest Of Big City		13	71.0		.....									
		17IS	94.8	13-->17 23.8	.....									
Suburban Fringe		13	88.3		.....									
		17IS	93.9	13-->17 5.6	.....									
Extreme Aff Suburb		13	82.6		.....									
		17IS	95.1	13-->17 12.5	.....									

Exercise R226, Subtheme D

Exercise Administered at Ages 13 and 17

This exercise required the respondent to locate the phrase containing the words "period" and "time" and note the numbers associated with them.

Exercise R227. Subtheme D

Exercise Administered at Ages 13, 17 and Adult

Look at the following report card. This student is improving his work in which subject area?

- ☐ English
- ☒ Foreign language
- ☐ Mathematics
- ☐ Science
- ☐ I don't know.

JONES, RICHARD		1000028273		18		0815	
STUDENT NAME		STUDENT NUMBER		GRADE		HOME ROOM	
REPORT CARD							
WILLARD HIGH		PERIOD ENDING		11/15/69		TO INTERVIEW NAME	
SCHOOL NAME						SEE BELOW	
GRADE	GRADE LEVEL	1	2	3	4	5	6
01	SPAN 50/60	A					
02	LIFE SCI	B	2				
03	1ST ENG 3 4	B-					
04	SSPS PE 10	C					
05	SE/CUR EVENTS	C					
06	ALG 1B 70	C	5				
						TEACHER	
						61540 ZUCKER	
						61400 MARCOTY	
						60550 D SMITH	
						67330 CARR	
						51150 RADINOWITZ	
						61250 HUGHES	

JONES, RICHARD		1000028273		ON THIS PERIOD 7-00		TO THE PRESENTS OF	
STUDENT NAME		STUDENT NUMBER		ON THIS PERIOD		JONES, RICHARD	
						177 HENLEY ST	
						SANTA ROSA CA 95404	
LEGEND							
SCHOLASTIC MARKS				CITIZENSHIP COMMENTS CODE			
A OUTSTANDING				0 STUDENT BEING ENROLLMENT HERE			
B GOOD				1 STUDENT IS PROGRESSING SATISFACTORILY			
C SATISFACTORY				2 STUDENT IS IMPROVING IN THIS COURSE			
D MINIMUM ACHIEVEMENT				3 STUDENT ACHIEVING BELOW APPROPRIATE ABILITY			
F FAILING				4 STUDENT ON MATERIALS NOT BRINGING TO CLASS			
I INCOMPLETE				5 ASSIGNMENTS ARE NOT COMPLETED REGULARLY			
H NO MARK				6 POOR ATTENDANCE IS AFFECTING SCHOOL MARK			
CR CREDIT				7 STUDENT HAD TO MISS ATTENDING			
WF WITHDRAWN PENDING				8 CONDUCT BEING IMPROVING			
WF WITHDRAWN FAILURE				9 PLEASE CONTACT TEACHER THROUGH COUNSELOR			
F FAILING							

T07 09 3/1 04*X227013 P00300V0

S09 05 3/1 04*X227013 R00300V0

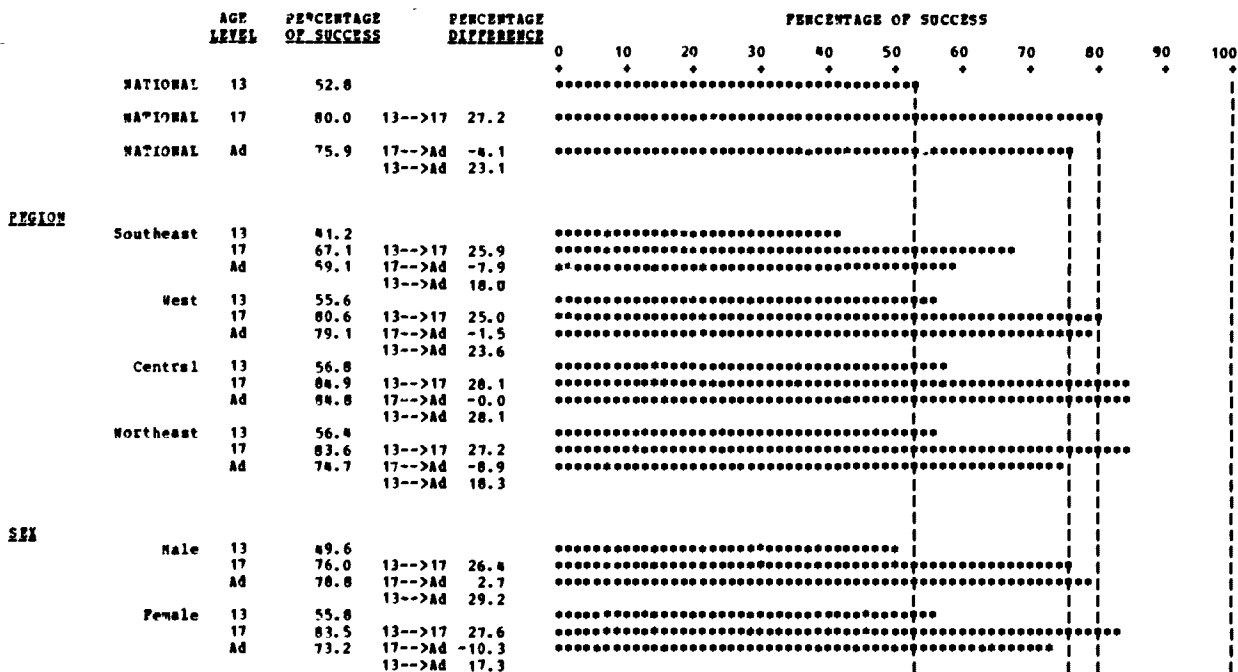
A02 16 3/1 04*X227013 R00300V0

13 17 A

13 17 A

13 17 A

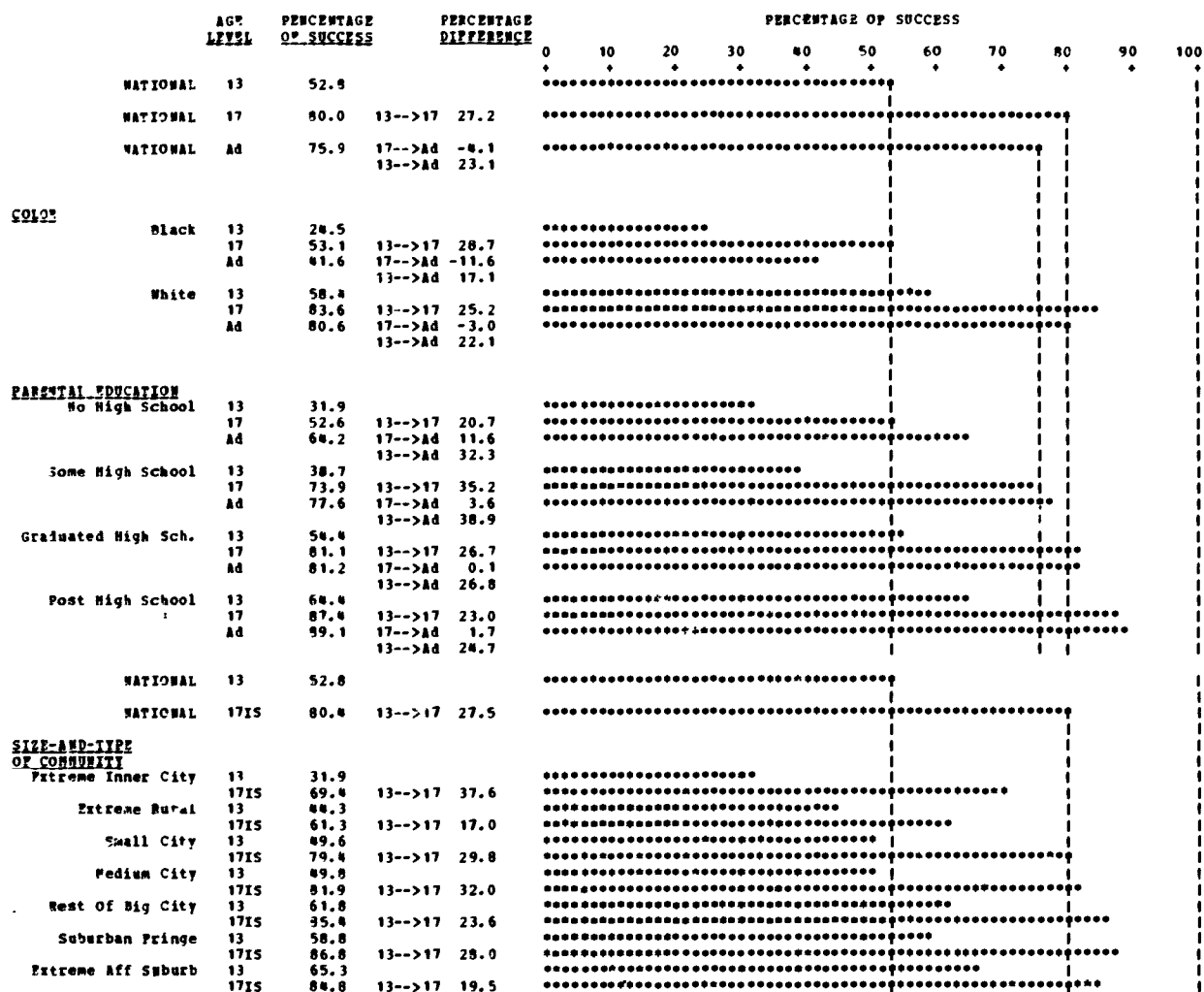
NATIONAL AND GROUP PERCENTAGES OF SUCCESS



T07 09 3/1 0 *X227013 R00300Y0
 S09 05 3/1 04*X227013 R00300Y0
 A02 16 3/1 04*X227013 R00300Y0

13 17 A
 13 17 A
 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise R227, Subtheme D

Exercise Administered at Ages 13, 17 and Adult

This exercise required the respondent to look up a code in the legend provided at the bottom of the report card.

Exercise R228, Subtheme D

Exercise Administered at Ages 13 and 17

Look at the following report card. In which class does this student appear to have a problem?

- ☒ Algebra
- ☐ English
- ☐ Physical Education
- ☐ Science
- ☐ I don't know.

JONES, RICHARD		1009028423		18		0015	
STUDENT NAME		STUDENT NUMBER		GRADE		HOME ROOM	
REPORT CARD							
WILLARD HIGH		PERIOD ENDING		11/15/88		TO DIFFERENTIATE MARKS	
SCHOOL NAME						SEE US @	
23	SPAN 5B/6B	A	2			81560	ZUCKER
07	LIFE SC	B				81480	MARGERY
23	INT ENG 3 A	B-				80550	P. SMITH
24	SCIS PE 10	C				81030	CAPO
25	SE/CLIP EVENTS					81150	REBENOVITZ
26	ALG 1B 7B	C	5			81750	BOHNS

JONES, RICHARD		GPA THIS PERIOD 2.00		JONES, RICHARD	
STUDENT NAME		STUDENT NUMBER		GPA THIS SEMESTER	
1009028423		123 HENLEY ST		SANTA ROSA CA 95604	
LEGEND					
SCHOLASTIC MARKS			CITIZENSHIP COMMENTS CODE		
A	OUTSTANDING	0	STUDENT BEING EXCELLENT WORK		
A	GOOD	1	STUDENT IS PROGRESSING SATISFACTORILY		
C	SAISFACTORY	2	STUDENT IS IMPROVING IN THIS COURSE		
B	MINIMUM ACHIEVEMENT	3	STUDENT ACHIEVING BELOW AVERAGE ABILITY		
F	FAILING	4	STUDENT ON MATERIALS NOT BROUGHT TO CLASS		
I	INCOMPLETE	5	ASSIGNMENTS ARE NOT COMPLETED REGULARLY		
NA	NO MARK	6	POOR ATTENDANCE IS AFFECTING SCHOOL WORK		
CR	CREDIT	7	STUDY HABITS NEED IMPROVING		
NP	NO THOROUGH PENDING	8	STUDENT NEEDS IMPROVING		
AP	NO THOROUGH PENDING	9	PLEASE CONTACT TEACHER THROUGH COUNSELOR		
P	PENDING				

*08 11 3/1 01*X228013 R00300V0
S02 12 3/1 01*X22.013 R00300V0

13 17
13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS
					0 10 20 30 40 50 60 70 80 90 100
	NATIONAL	13	83.3		.....
	NATIONAL	17	90.5	13-->17 7.2	.....
REGION					
	Southeast	13	75.2		.....
		17	83.9	13-->17 8.7	.....
	West	13	84.5		.....
		17	90.0	13-->17 5.5	.....
	Central	13	87.0		.....
		17	93.1	13-->17 6.3	.....
	Northeast	13	86.0		.....
		17	92.9	13-->17 6.8	.....
SEX					
	Male	13	82.7		.....
		17	88.5	13-->17 5.8	.....
	Female	13	84.0		.....
		17	92.6	13-->17 8.6	.....

708 11 3/1 01*1228013 R09100V1
 902 17 3/1 01*1228013 R09100V1

13 17
 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
NATIONAL	13	83.3		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL	17	90.5	13-->17 7.2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
COLOR														
Black	13	58.0		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	73.4	13-->17 15.4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
White	13	86.9		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	92.7	13-->17 5.9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
PARENTAL EDUCATION														
No High School	13	76.6		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	85.0	13-->17 8.4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Some High School	13	72.6		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	85.9	13-->17 13.4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Graduated High Sch.	13	85.7		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	91.7	13-->17 6.0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Post High School	13	90.8		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	94.1	13-->17 3.3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL	13	83.3		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL	17Is	90.8	13-->17 7.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
SIZE-AND-TYPE OF COMMUNITY														
Extreme Inner City	13	66.8		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17Is	85.1	13-- 17 18.3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Extreme Rural	13	78.9		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17Is	91.5	13-->17 12.6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Small City	13	82.7		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17Is	88.2	13-->17 5.6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Medium City	13	79.3		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17Is	91.7	13-->17 12.4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rest Of Big City	13	89.5		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17Is	89.1	13-->17 -0.4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Suburban Fringe	13	99.5		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17Is	94.4	13-->17 4.9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Extreme Aff Suburb	13	89.4		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17Is	93.6	13-->17 4.2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Exercise R228, Subtheme D

Exercise Administered at Ages 13 and 17

A respondent answered this question acceptably if he understood that "assignments not completed regularly" is a problem.

Exercise R231, Subtheme D

Exercise Administered at Ages 13 and 17

Look at the following report card. According to the report card,
in what subject area did the student do BEST?

- ☐ English
- ☒ Foreign language
- ☐ Mathematics
- ☐ Science
- ☐ I don't know.

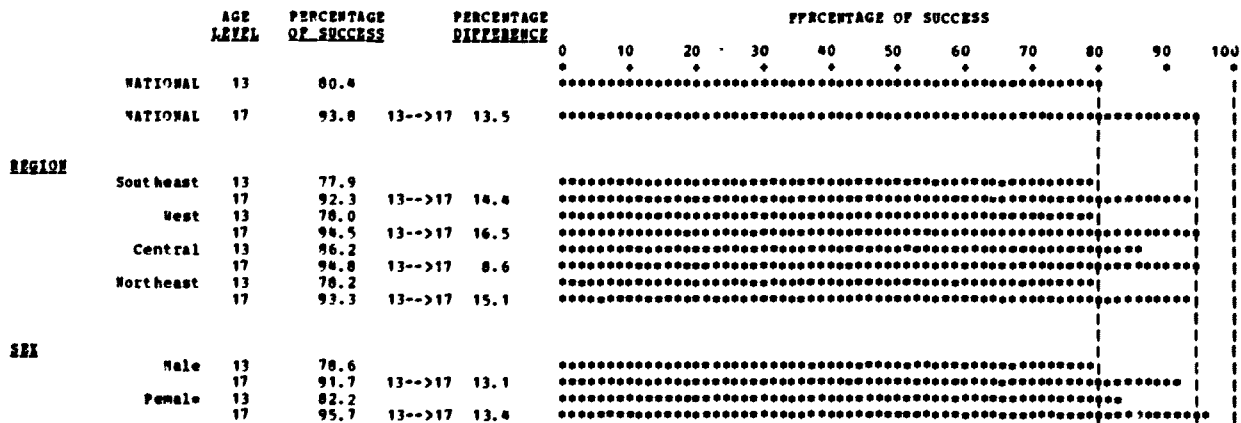
JONES, RICHARD		1049028473		18		0015	
STUDENT NAME		STUDENT NUMBER		GRADE		HOME ROOM	
REPORT CARD							
MILLARD HIGH SCHOOL, NAME		PERIOD ENDING 11/15/69		TO INTERVIEW MARKS SEE BELOW			
01	SPAN 50/60	A	2			01500	ZUCKER
02	LIFE SCI	B				01/60	HARCOYT
03	INT ENG 3 4	B+				02500	B. SMITH
04	3295 PT 10	C				07050	CARR
05	SE/CLW EVENTS	C				11150	RABINOWITZ
06	ALG 1B 2B	C	5			01750	ROHNS

JONES, RICHARD		1049028473		ON THIS PERIOD 7 80		TO THE PARENTS OF JONES, RICHARD	
STUDENT NAME		STUDENT NUMBER		ON THIS PERIOD		722 HEULEY ST	
						SANTA ROSA CA 95404	
LEGEND							
SCHOLASTIC MARKS				CITIZENSHIP COMMENTS CODES			
A OUTSTANDING B GOOD C SATISFACTORY D MINIMUM ACHIEVEMENT F FAILING I INCOMPLETE NR NO MARK CR CREDIT UP WITHDRAW PENDING WF WITHDRAW FAILING P PENDING				0 STUDENT BEING EXCELLENT WORK 1 STUDENT IS PROGRESSING SATISFACTORILY 2 STUDENT IS IMPROVING IN THIS COURSE 3 STUDENT ACHIEVING BELOW APPARENT ABILITY 4 WORKING ON MATERIALS NOT BRINGING TO CLASS 5 ASSIGNMENTS ARE NOT COMPLETED REGULARLY 6 POOR ATTENDANCE IS AFFECTING SCHOOL WORK 7 STUDY HABITS NEED IMPROVING 8 BEHAVIOR NEEDS IMPROVING 9 PLEASE CONTACT TEACHER THROUGH COUNSELOR			

T09 10 3/1 02*X231013 R00300V0
S01 02 3/1 02*X231013 R00300V0

13 17
13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



09 10 3/1 02*1231013 R0030013
 01 02 3/1 02*1231013 R0030013

13 17
 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE	PERCENTAGE	PERCENTAGE	PERCENTAGE OF SUCCESS										
		LEVEL	OF SUCCESS	DIFFERENCE	0	10	20	30	40	50	60	70	80	90	100
NATIONAL		13	80.4		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL		17	93.8	13-->17 13.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
COLOR															
Black		13	61.6		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Black		17	85.2	13-->17 23.6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
White		13	84.6		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
White		17	94.9	13-->17 10.3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
PARENTAL EDUCATION															
No High School		13	59.2		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
No High School		17	92.5	13-->17 33.3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Some High School		13	74.0		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Some High School		17	89.8	13-->17 15.8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Graduated High Sch.		13	80.9		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Graduated High Sch.		17	93.5	13-->17 12.7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Post High School		13	86.0		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Post High School		17	96.6	13-->17 8.6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL		13	80.4		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL		17IS	94.5	13-->17 14.1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
SIZE-AND-TYPE OF COMMUNITY															
Extreme Inner City		13	62.2		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Extreme Inner City		17IS	92.5	13-->17 30.3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Extreme Rural		13	77.4		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Extreme Rural		17IS	90.7	13-->17 12.8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Small City		13	77.2		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Small City		17IS	93.6	13-->17 16.4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Medium City		13	81.4		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Medium City		17IS	94.8	13-->17 13.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rest Of Big City		13	78.6		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rest Of Big City		17IS	97.3	13-->17 18.6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Suburban Fringe		13	87.2		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Suburban Fringe		17IS	95.6	13-->17 8.4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Extreme Aff Suburb		13	86.9		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Extreme Aff Suburb		17IS	96.0	13-->17 9.1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Exercise R231, Subtheme D

Exercise Administered at Ages 13 and 17

To respond acceptably, a respondent would have to know that an "A" is the best possible grade and "Spanish" is a foreign language.

Exercise R236, Subtheme D

Exercise Administered at Ages 13, 17 and Adult

Below is an excerpt from an automobile insurance policy. Look at it carefully and then answer the questions which follow it.

The insurance afforded is only with respect to such of the following coverages as are indicated by specific premium charges or charges. The limit of the company's liability against each such coverage shall be as stated herein subject to all the terms of this policy having reference thereto.

A. BODILY INJURY LIABILITY		B. PROPERTY DAMAGE LIABILITY		C. MEDICAL EXPENSES		D. UNINSURED MOTORIST		E. COLLISION		F. INSURED UNINSURED		G. PREMIUMS	
THOUSAND EACH PERSON	THOUSAND EACH OCCURRENCE	THOUSAND EACH PERSON	THOUSAND EACH OCCURRENCE	THOUSAND EACH PERSON	THOUSAND EACH OCCURRENCE	THOUSAND EACH PERSON	THOUSAND EACH OCCURRENCE	THOUSAND EACH PERSON	THOUSAND EACH OCCURRENCE	THOUSAND EACH PERSON	THOUSAND EACH OCCURRENCE	THOUSAND EACH PERSON	THOUSAND EACH OCCURRENCE
\$25	\$50	\$10	\$1000					\$100	\$10	\$20			
\$37.80	\$25.00	\$9.00	\$20.50	\$45.10	\$6.00			\$143.40					

A. What is the maximum amount for which this policy covers medical bills?

- ☒ \$ 1,000
☐ \$ 5,000
☐ \$10,000
☐ \$25,000
☐ I don't know.

*13 10 3/1 01*X236010 "10300V0
S04 09 3/1 01*X236010 U10300V0
A06 06 3/1 01*X236010 U10300V0

13 17 A
13 17 A
13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
					0	10	20	30	40	50	60	70	80	90	100
NATIONAL		13	83.6		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL		17	88.0	13-->17 4.4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
NATIONAL		Ad	90.1	17-->Ad 2.1 13-->Ad 6.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
REGION															
Southeast	13	78.6			.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	86.4	13-->17 7.8		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Ad	83.7	17-->Ad -2.7 13-->Ad 5.1		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
West	13	83.4			.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	88.1	13-->17 4.7		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Ad	90.5	17-->Ad 2.3 13-->Ad 7.0		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Central	13	85.6			.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	88.7	13-->17 3.0		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Ad	93.6	17-->Ad 4.9 13-->Ad 8.0		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Northeast	13	86.6			.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	88.4	13-->17 1.8		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Ad	90.5	17-->Ad 2.1 13-->Ad 3.9		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
SEX															
Male	13	82.6			.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	87.8	13-->17 5.2		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Ad	88.5	17-->Ad 0.6 13-->Ad 5.8		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Female	13	84.5			.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	17	88.2	13-->17 3.7		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Ad	91.7	17-->Ad 3.4 13-->Ad 7.1		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

T13 10 3/1 01*X236010 010300V0
 S04 09 1/1 01*X236010 010300V0
 A06 06 3/1 01*X236010 010300V0

13 17 A
 13 17 A
 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

				PERCENTAGE OF SUCCESS										
	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	0	10	20	30	40	50	60	70	80	90	100
NATIONAL				83.6										
NATIONAL				17	88.0	13-->17	4.4							
NATIONAL				Ad	90.1	17-->Ad	2.1							
						13-->Ad	6.5							
COLORED														
Black				13	69.6									
				17	77.7	13-->17	8.1							
				Ad	76.4	17-->Ad	-1.4							
						13-->Ad	6.7							
White				13	86.1									
				17	89.4	13-->17	3.2							
				Ad	91.9	17-->Ad	2.5							
						13-->Ad	5.7							
PARENTAL EDUCATION														
No High School				13	71.1									
				17	80.9	13-->17	9.8							
				Ad	86.9	17-->Ad	5.9							
						13-->Ad	15.7							
Some High School				13	83.5									
				17	86.7	13-->17	3.2							
				Ad	90.2	17-->Ad	3.5							
						13-->Ad	6.7							
Graduated High Sch.				13	83.6									
				17	89.8	13-->17	6.2							
				Ad	91.8	17-->Ad	1.9							
						13-->Ad	8.1							
Post High School				13	88.6									
				17	90.0	13-->17	1.4							
				Ad	93.8	17-->Ad	3.8							
						13-->Ad	5.2							
NATIONAL				13	83.6									
NATIONAL				17IS	88.2	13-->17	4.5							
SIZE-AND-TYPE OF COMMUNITY														
Extreme Inner City				13	71.2									
				17IS	79.8	13-->17	8.6							
Extreme Rural				13	77.0									
				17IS	89.5	13-->17	12.5							
Small City				13	84.1									
				17IS	91.6	13-->17	7.5							
Medium City				13	84.5									
				17IS	86.2	13-->17	1.7							
West Of Big City				13	91.5									
				17IS	86.1	13-->17	-5.4							
Suburban Fringe				13	84.4									
				17IS	86.9	13-->17	2.5							
Extreme Aff Suburb				13	88.0									
				17IS	90.6	13-->17	2.5							

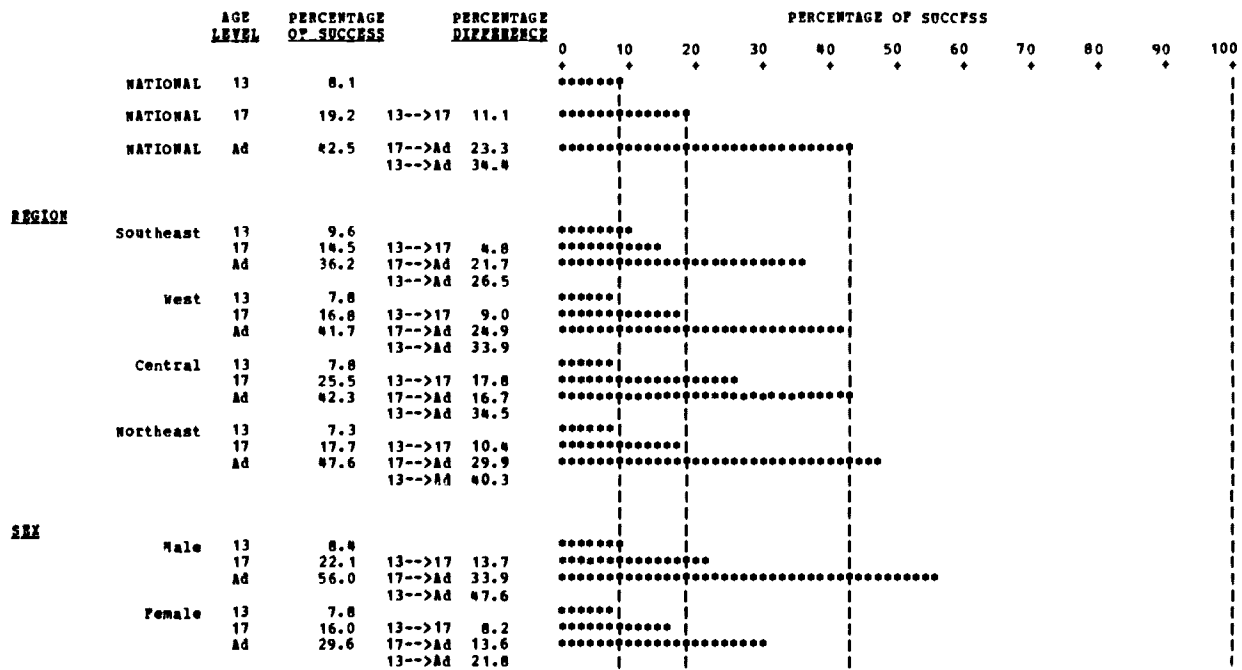
B. What is the maximum amount this policy would pay in case you injured another person in an automobile accident?

- ☐ \$ 25
- ☐ \$ 1,000
- ☐ \$ 5,000
- ☒ \$25,000
- ☐ I don't know.

T13 10 4/1 04*X236020 U10300V0
 S04 09 4/1 04*X236020 U10300V0
 A06 06 4/1 04*X236020 U10300V0

13 17 A
 13 17 A
 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



T13 10 4/1 04*X236020 010300Y0
 S04 39 4/1 04*X236020 010300Y0
 A76 06 4/1 04*X236020 010300Y0

13 17 A
 13 17 A
 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

				PERCENTAGE OF SUCCESS										
	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	0	10	20	30	40	50	60	70	80	90	100
NATIONAL				8.1	.....								
NATIONAL				17	19.2	13-->17	11.1	.....					
NATIONAL				Ad	42.5	17-->Ad	23.3	.....					
						13-->Ad	34.4	.....					
COLOR														
Black				13	13.1			.....					
				17	9.8	13-->17	-3.3	.....					
				Ad	21.4	17-->Ad	11.7	.....					
						13-->Ad	8.4	.....					
White				13	7.3			.....					
				17	20.6	13-->17	13.3	.....					
				Ad	45.3	17-->Ad	24.7	.....					
						13-->Ad	38.0	.....					
PARENTAL EDUCATION														
No High School				13	9.6			.....					
				17	13.4	13-->17	3.8	.....					
				Ad	31.0	17-->Ad	17.6	.....					
						13-->Ad	21.4	.....					
Some High School				13	7.2			.....					
				17	14.9	13-->17	7.7	.....					
				Ad	41.0	17-->Ad	26.1	.....					
						13-->Ad	33.8	.....					
Graduated High Sch.				13	7.8			.....					
				17	18.6	13-->17	10.8	.....					
				Ad	50.6	17-->Ad	32.0	.....					
						13-->Ad	42.8	.....					
Post High School				13	8.1			.....					
				17	22.9	13-->17	14.8	.....					
				Ad	51.4	17-->Ad	28.5	.....					
						13-->Ad	43.3	.....					
NATIONAL				13	8.1			.....					
NATIONAL				17IS	16.9	13-->17	10.8	.....					
SIZE-AND-TYPE OF COMMUNITY														
Extreme Inner City				13	13.1			.....					
				17IS	9.3	13-->17	-3.8	.....					
Extreme Rural				13	6.3			.....					
				17IS	17.7	13-->17	11.4	.....					
Small City				13	7.2			.....					
				17IS	20.2	13-->17	13.0	.....					
Medium City				13	10.8			.....					
				17IS	21.8	13-->17	11.0	.....					
Rest Of Big City				13	11.3			.....					
				17IS	13.2	13-->17	1.9	.....					
Suburban Fringe				13	5.9			.....					
				17IS	17.5	13-->17	11.7	.....					
Extreme Aff Suburb				13	7.6			.....					
				17IS	23.0	13-->17	15.3	.....					

Exercise R236, Subtheme D

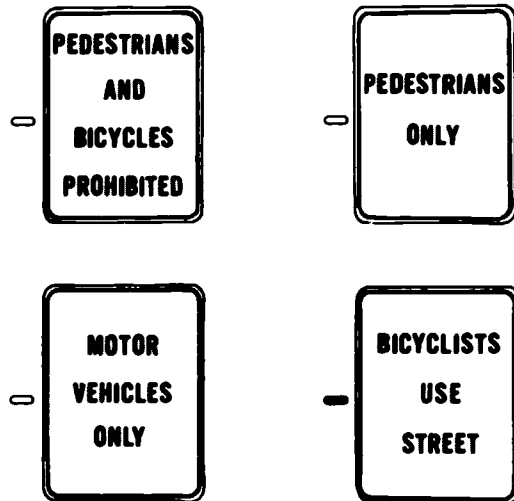
Exercise Administered at Ages 13, 17 and Adult

The acceptable response could be located by locating the only column in the table containing the word "medical" or by knowing that medical payments cover medical bills.

Exercise R239, Subtheme B

Exercise Administered at Ages 17 and Adult

Which sign shows where walking is permitted?



☐ I don't know.

SC5 02 3/1 03*1239011 R10000V0
A02 02 3/1 03*1239011 R10000V0

17 A
17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS												
					0	10	20	30	40	50	60	70	80	90	100		
		NATIONAL	17	97.8		.....										
		NATIONAL	Ad	95.7	17-->Ad	-2.1										
REGION	Southeast	17	97.		.....											
		Ad	89.3	17-->Ad	-7.8	.....										
	West	17	97.8		.....											
		Ad	98.2	17-->Ad	0.4	.....										
	Central	17	98.7		.....											
		Ad	98.4	17-->Ad	-0.3	.....										
	Northeast	17	97.3		.....											
		Ad	94.8	17-->Ad	-2.4	.....										
	SEX					.....										
Male		17	97.7		.....											
		Ad	96.3	17-->Ad	-1.4	.....										
Female		17	97.9		.....											
		Ad	95.2	17-->Ad	-2.7	.....										

S05 02 3/1 03*1239011 R1000000
A02 02 3/1 03*1239011 R1000000

17 A
17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

				PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
AGP	LEVEL	PERCENTAGE	PERCENTAGE											
		OF SUCCESS	DIFFERENCE											
NATIONAL	17	97.8												
NATIONAL	Ad	95.7	17-->Ad -2.1											
<u>COLOR</u>														
	Black	17	95.0											
	Ad	84.9	17-->Ad -10.1											
	White	17	98.1											
	Ad	97.0	17-->Ad -1.1											
<u>PARENTAL EDUCATION</u>														
	No High School	17	95.9											
	Ad	94.2	17-->Ad -1.7											
	Some High School	17	96.9											
	Ad	98.4	17-->Ad 1.5											
	Graduated High Sch.	17	97.2											
	Ad	96.4	17-->Ad -0.9											
	Post High School	17	99.2											
	Ad	97.8	17-->Ad -1.3											
NATIONAL	17IS	98.1												
<u>SIZE-AND-TYPE</u>														
<u>OF COMMUNITY</u>														
	Extreme Inner City	17IS	94.9											
	Extreme Rural	17IS	96.6											
	Small City	17IS	98.2											
	Medium City	17IS	99.0											
	West Of Big City	17IS	97.9											
	Suburban Fringe	17IS	98.4											
	Extreme Aff Suburb	17IS	99.3											

Exercise R239, Subtheme B

Exercise Administered at Ages 17 and Adult

This exercise required that the respondent understand the meanings of the words "pedestrians" and "prohibited."